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ABSTRACT

This curriculum guide outlines resource materials, lesson plans, and learning activities that may be used by subject area teachers with their students in marking the 100th anniversary of Boys and Girls High School. The plans presented correspond to the school's more recent history (1892-1979) and are designed to meet the requirements and standards of historical scholarship and the practical needs of curriculum implementation. The materials listed for each lesson plan are followed by suggested activities that are interdisciplinary and provide for a wide range of ability levels. They are written as brief descriptions and are listed alphabetically by subject area so that teachers may more readily select activities suited to their students and create their own lesson plans. Special event activities are also described. A preliminary inventory of Boys and Girls High School Archives and a bibliography are included.
 (Author/EE)

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Centennial Resource Collection

VOL. 2

Boys and Girls High School

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A CENTENNIAL RESOURCE COLLECTION
Boys and Girls High School

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Plans,

Activities, and Resource Materials

PART III

Our School: 1892-1979

Plan #1
Community Influences

PART III - OUR SCHOOL, 1892-1979

Questions	What were some of the popular social dances which students and members of the community enjoyed during the period 1878-1979?
Understandings	• Social dance is an integral part of our culture. • Social dancing has been popular with successive generations of high school students. • Schools sponsor dances for their students to socialize and often to celebrate holidays or special events.
Materials	<u>Selection A</u> - Ballroom Terminology, a code which relates to the following dance instructions: <u>Selection B</u> - The Cake Walk <u>Selection C</u> - The Turkey Trot <u>Selection D</u> - Charleston <u>Selection E</u> - The Varsity Drag <u>Selection F</u> - The Big Apple <u>Selection G</u> - The Conga <u>Selection H</u> - The Stroll <u>Selection I</u> - The Monkey (Note: Dates on instruction indicate when the dance became popular in New York City.)
Source	Albert and Josephine Butler. <u>Encyclopedia of Social Dance</u>, vol. 1 & 2 (New York: Albert and Josephine Butler, Albert Butler Ballroom Dance Service, 24 West 57th St., N.Y., N.Y. 10019, c 1967).
Additional Resources	Records, tapes, albums for dances. (Some suggestions in instructions.) If possible, add to school library collection.
Code Reference	Numbers indicate pages in History. Letters indicate Special Events.

PART III, Plan 1

SELECTION A
BALLROOM TERMINOLOGY

&	and (Musical Count)
AST	at same time
Bkng	Backing
Bal	Balance
BC	Ball Change
BoFt	Ball of Foot
Bwd	Backward
CBM	Contrary Body Movement
CBMP	Contrary Body Movement Position
C-Clkws	Counter Clockwise
Chall Pos	Challenge Position
Chg	Change
Cir	Circle
Clkws	Clockwise
Cl	Close
CPos	Close Position
Com	Commence
Comb	Combination
Con Pos	Conversation Position (Teen-age Term)
Cpt	Counterpart
Ct or Cts	Count or Counts
Cdle Pos	Cuddle Position
DC	Diagonally to Center
Diag	Diagonal
DW	Diagonally to Wall
Fig	Figure
Frt	Front
Ft	Foot
Fwd	Forward
H	Heel
ET	Heel Toe
IB	In Back
IF	In Front
IP	In Place
LF	Left Foot
Lt	Left
LPos	Lindy Position
LOD	Line of Direction (Dance)
M or Ms	Measure or Measures
MPM	Measures per Minute
OBPos	Open Break Position
OLPos	Offset Left Position
OPos	Open Position
ORPos	Offset Right Position
Pos	Position
PPos	Promenade Position
Q	Quick
q	double quick
RF	Right Foot
Rt	Right
SPos	Shine Position
S	Slow
SIP	Step in Place
Swd	Sideward

Selections A through I are reprinted
 by permission of Albert and Josephine Butler,
Encyclopedia of Social Dance
 New York: Albert Butler
 Ballroom Dance Service, c 1967.

PART III, Plan 1

SELECTION BCAKE WALK
1880's

The Cake Walk is said to be a melding of African and Seminole Indian dance. It originated in Florida in the 1880's where the various cultures came in contact. The dance was developed into an art form. Contests were held. The grand prize was often a huge decorated cake.

The traditional dress was long-tailed coats and high white collars for men, and women wore long white gowns. The dance's popularity spread throughout the South and the prizes increased in value.

It became popular in New York, and in the Gay Nineties, the Cake Walk became an entertainment or special event at gala balls.

The Cake Walk is danced to Ragtime music such as "Maple Leaf Rag," "Harlem Rag," "Cake Walk."

NOTE: Throughout all the figures the G. stands to the Rt side of the M. with her Lt arm linked with M's Rt - the G. may either start on the opposite or same foot as the M.

STEP 1CTS FOOTWORK

- 1 ... Point LF Fwd - outside edge of ft in contact with floor
- 2 ... Slide LF Fwd - transfer wt to LF - RF extends to Bwd point
- 3 ... Point RF Fwd - outside edge of ft in contact with floor
- 4 ... Slide RF Fwd - transfer wt to RF - LF extends to Bwd point
- 5-8 Repeat

NOTE - In dancing the Cake Walk this figure is used between the faster and more exuberant ones.

STEP 2

- 1 ... LF diag Lt
- & ... RF to Lt knee
- 2 ... RF snap kick Fwd
- 3 ... RF diag Rt
- & ... LF to Rt knee
- 4 ... LF snap kick Fwd
- 5-8 Repeat

PART III, Plan 1

STEP 3

- 1 ... Leap LF Swd, slightly Fwd - AST bring RF to Frt of Lt knee
- 2 ... Leap RF Swd, slightly Fwd - AST bring LF to Frt of Rt knee
- 3-8 Repeat

NOTE - The Step may also be done with a leap Swd, slightly Bwd on each ct progressing Bwd instead of Fwd

STEP 4CTS FOOTWORK

- 1 ... Raise LF from knee, swivel BoRF diag Rt, Cl LF to RF
- 2 ... Raise RF from knee, swivel BoLF diag Lt, Cl RF to LF
- 3-8 Repeat

STEP 5

- 1 ... Leap LF Fwd - AST trn RF toe under
- & ... Draw RF Fwd
- 2 ... Leap RF Fwd - AST trn LF toe under
- & ... Draw LF Fwd
- 3-8& Repeat

SELECTION CTURKEY TROT

1911

General Background

The Jazz period originated in New Orleans though both its name and origin is uncertain. One of the more logical explanations is that it was originally called "Jazz" because of Charles Chazz Alexander, a singer from Vicksburg. When he sang his admirers are said to have called out "Come on Chazz!", and then, "Come on Jazz." It's one possibility. Some of the Jazz dances of the period are: Turkey Trot, Charleston, Black Bottom, etc.

The Turkey Trot or one-step is a Central American Dance. It is conspicuous because of the expressive body movement which at times seem almost grotesque contortions. It was a tempo that caused many enthusiasts to overdo it. The Turkey Trot spread through metropolitan society, in Harlem, at polite cotillions and at Sherry's. The Turkey Trot incurred the condemnation of churches and respectable people and in 1914 an official disapproval was issued by the Vatican.

STEP ICTS FOOTWORK

- 1 ... LF Fwd - Upper body dips to Lt side * CPoS
- 2 ... RF Fwd - " " " " Rt "
- 3 ... LF Fwd - " " " " Lt "
- 4 ... RF Fwd - " " " " Rt "
- 5-8 Repeat from *

PART III, Plan 1

TURKEY TROT (Continued)

STEP II

- 1 ... LF Fwd - CPos
- 2 ... RF Fwd
- 3 ... LF Fwd
- 4 ... RF Kick up in bk
- 5 ... RF Fwd
- 6 ... LF Fwd
- 7 ... RF Fwd
- 8 ... LF Kick up in bk

STEP III

- 1 ... LF Fwd * - CPos
- 2 ... RF Fwd
- 3 ... LF Fwd
- 4 ... RF Bwd - AST pushing from LF
- 5-8 Repeat from *

STEP IV

- 1 ... LF Fwd - CPos
- 2 ... RF Fwd
- 3 ... LF Fwd - exaggerated step - AST body drops downward over bent
Rt knee - Upper body dips Lt
- 4 ... RF Fwd - short step
- 5 ... LF Fwd
- 6 ... RF Fwd - exaggerated step - AST body drops downward over bent
Lt knee - Upper body dips Rt
- 7 ... LF Fwd - short step
- 8 ... RF Fwd

STEP VCTS FOOTWORK

- 1 ... LF Fwd - CPos
- 2 ... RF Bwd - Rt knee well bent - Lt leg straight Fwd (dip)
- 3 ... Shift wt to LF
- 4 ... RF draws to LF - no wt
- 5 ... RF Bwd (dip)
- 6 ... Shift wt to LF
- 7 ... RF draws to LF - no wt
- 8 ... RF Bwd (dip)

STEP VI

- 1 ... LF Fwd - CPos
- 2 ... RF Fwd
- 3 ... LFXIF diag - G. OLPos
- 4 ... RF SIP
- 5 ... LF Swd - CPos
- 6 ... RFXIF diag - G. ORPos
- 7 ... LF SIP
- 8 ... RF Tog - CPos

STEP VII

- 1 ... LF Fwd - CPos
- 2 ... RF Fwd
- 3 ... LF Swd - LOD
- 4 ... Trn G. to bk LOD
- 5 ... Trn G. to face LOD - PPos
- 6 ... RF Fwd
- 7 ... LF Fwd - Trn G. to CPos
- 8 ... RF Fwd

PART III, Plan 1

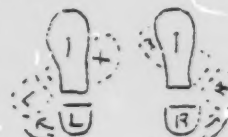
SELECTION DCHARLESTON

The Charleston could be called the Dance with the Bounce. In all the basic movements there is a simultaneous inward flexion of both knees with outward turning of the heels returning immediately to a straightened position of the knees - heels turned inward.

The syncopated musical rhythm of the Charleston produces an ACTION RHYTHM which dancers describe as AND ONE - AND TWO - AND THREE - AND FOUR. The "AND" beat is quick and corresponds to the knee flexion and foot swivel, returning to the REST POSITION on the numbered beat.

I

- START - Weight forward on balls of both feet - heels an inch or two apart - toes out making an angle of almost 90° - knees straight but relaxed.
- & ... Flex knees inward and downward - heels swivel outward
- 1 ... Return immediately START POS
- Repeat - as necessary for body action and timing



II

- Start - as above - but with wt on RF
- &-1 ... Charleston Flex on RF - LF outward and slightly off floor
- &-2 ... Repeat on RF
- &-3 ... Flex on ct. "AND" - wt. shifts to LF at ct. 3
- &-4 ... Repeat on LF
- &-1 ... Flex on ct. "AND" - wt. shifts to RF at ct. 1
- Repeat cts. 2, 3, 4 as above

III

POINT SWING

- Start - weight on RF
- &-1 ... Flex and step fwd on LF
- &-2 ... Flex and point RF Fwd
- &-3 ... Flex and bring RF to LF
- &-4 ... Flex and point LF Bwd
- Repeat

IV

CROSS KICK

- &-1 ... Flex and step swd on LF
- &-2 ... Flex and Kick RF fwd across LF
- &-3 ... Flex and step swd on RF
- &-4 ... Flex and Kick LF fwd across RF
- Repeat

V
DOUBLE SWING

&-1 ... Flex and step fwd on LF
 &-2 ... Flex and swing RF fwd
 &-3 ... Flex and swing RF bwd
 &-4 ... Flex change wt. to RF - IP
 &-1 ... Flex and swing LF fwd
 &-2 ... Flex and swing LF bwd
 &-3 ... Flex change wt. to LF
 Repeat above and continue for total of 12 cts. to
 complete phrasing

VI
CHARLESTON STRUT

&-1 ... Flex and step fwd on LF
 &-2 ... Flex and step fwd on RF
 &-3 ... Flex and step fwd on LF
 &-4 ... Flex and step fwd on RF
 Repeat
 Same moving backwards

VII
CHARLESTON GRAPEVINE

&-1 ... Flex and step swd on LF
 &-2-&-3 ... RF double swing fwd and bwd
 &-4 ... Swd on RF
 & ... LFXIB
 5 ... RF Swd
 &-6 ... LFXIF
 7 ... RF Swd
 &-8-&-9 ... LF double swing fwd and bwd
 &-10 ... Swd on LF
 & ... RFXIB
 11 ... LF Swd
 &-12 ... RFXIF
 Repeat 12 ct. sequence

VIII
SHINE ON

Start - weight on RF
 &-1 ... Flex and step fwd on LF
 &-2 ... Flex and Kick RF fwd
 &-3 ... Flex and Kick RF fwd
 &-4 ... Flex change wt. to RF - IP
 &-1 ... Flex and Kick LF bwd
 &-2 ... Flex and Kick LF bwd
 &-3 ... Flex change wt. to LF
 Repeat above and continue for total of 12 cts. to
 complete phrasing

IX
THE FLAPPER

Start - weight on RF

- &-1 ... Flex and step fwd on LF) Com 1
 - &-2 ... Flex and point RF fwd) complete
 - &-3 ... Flex and step fwd on RF) trn to
 - &-4 ... Flex and point LF fwd) the Rt
- Repeat

X
OH YOU KID

- &-1 ... Flex and step swd on LF
 - & ... Flex and raise RF at Rt angle to floor - Rt hand slaps heel of RF
 - 2 ... Flex and touch RF tog - no wt. - clap hands
 - & ... Flex and raise RF at Rt angle to floor - Rt hand slaps heel of RF
 - 3 ... Flex and touch RF tog - no wt. - clap hands
 - & ... Flex and raise RF at Rt angle to floor - Rt hand slaps heel of RF
 - 4 ... Flex change wt. to RF - IP - clap hands
- Reverse

RECORD - It's Pony Time - Chubby Checker - Parkway Records - P7003 - 33 rpm

SELECTION E
Varsity Drag

1927

Here is a dance
 See how it goes
 Down on your heels
 Up on your toes
 Everybody do The Varsity Drag.

The Broadway stage produced many "hit" dances that were adapted for ballroom usage. From the musical comedy, Good News, sprang The Varsity Drag. With all its popularity the Varsity Drag enjoyed only a brief period in the spot light. Like all the dances of the 1920's it provided an excellent outlet for self-expression.

The Varsity Drag was of the "Flapper" or "Charleston Era". It was an era when the dancing became gayer, faster and more popular; orchestra leaders like Leo Reisman, Rudy Vallee and Emil Coleman were kings of the ballroom world; ladies wore their hair bobbed and knee-length skirts.

MUSIC: Varsity Drag, published by CrawfordMusic Corp., 1619 Broadway, N.Y.C.

Dancers stand side by side and move as in a chorus line, using same footing.

FIGURE-1

MEAS.	CTS	FOOTWORK	ARM MOVEMENTS
1	1	... LFXIF	Swing, palms outward, from Lt side of body, shoulder level to Rt side of body shoulder level
	&	... Hop LF, AST Rt leg raised Swd	Swing arms to original pos
	a	... Slide RF Swd	Head moves with arms
	2	... Drag LF twd RF	
2-4	3-8	Repeat 3 more times	
5	1	... LF Swd BoFt	Leave arms in Lt side Pos.
	&	... Drop Lt heel IP	
	2	... RFXIF BoFt	Swing arms to Rt Side Pos.
	&	... Drop Rt heel IP	
6	3-4	Repeat	
7	5	... LF Fwd	Swing Rt arm Fwd, AST Lt arm Bwd
	&	... Flex Lt knee	Swing Lt arm Fwd, AST Rt arm Bwd
	6	... Kick RF Fwd	
	&	... Flex Lt knee	
		AST pull RF to Lt knee	
8	7	... RF Bwd	Swing Rt arm Fwd, AST Lt arm Bwd
	&	... Flex Rt knee	Swing Rt arm Bwd, AST Touch Lt hand to floor
	8	... LF Bwd point, lunge pos, flexed Rt knee	
	&	... Straighten upward	
1-8	1-16	Repeat Figure	

PART III, Plan 1

VARSITY DRAG (Continued)

FIGURE 2

<u>MEAS.</u>	<u>CTS</u>	<u>FOOTWORK</u>	<u>ARM MOVEMENT</u>
1	1 ...	LF cutting IP of RF	Lt arm held to Lt side
	2 ...	RF " " " LF	& Rt arm held to Rt side
	& ...	LF " " " RF	side
2	3-4&...	BoRF XIF, execute 1 complete Lt turn	Cross arms in frt of chest
3	5 ...	LF Swd	Arms held out to each side
	& ...	RFXIF, knees bent	Cross arms in frt
	6 ...	LF Swd, knees bent	Arms remain crossed
	& ...	RF heel to Rt side, straighten knees	Fling arms to each side
4	7-8&...	Reverse cts 5 & 6 &	
5-8	1-8&...	Repeat Figure	

FIGURE 3

1-4	1-8&...	LF, RF - 8 small struts to Lt side	Arms swing free
5,6	1-4&...	LF, RF - 8 small running steps IP turning 1 complete turn Lt picking up free foot in bk each time	Arms held palms downward below hip & extended Bwd
7	5 ...	Leap LF Swd	Arms held out to each side
	& ...	RFXIF - 1 complete	
	6 ...	turn Lt	
	& ...	Drop heels, knees bent	Cross arms in frt
8	7 ...	Jump in air	Arms & legs outward like "X"
	& ...	Land ft tog, knees bent	Arms downward to side of body
	8& ...	Spring to heels, ft apart	Arms upward in "V"

32 meas. 1 chorus

PART III, Plan 1

SELECTION FBIG APPLE

1930

General Background

When the depression came in 1929 dancing suffered its first big recession in 50 years. With the coming of swing in the 30's dancing started on the up-swing. Swing music rivalled Latin-American melodies in popularity. "Hepcats" appeared on the scene. These "Hepcats" were the avid followers of swing music & votaries of the Shag, 'Truckin', and the Suzi-Q.

The Big Apple is thought to have originated in a small abandoned church in South Carolina which had been turned into a Negro night club called the Big Apple. The Big Apple was a group participation dance that required a caller who designated what dances were to be done. The dance started with a march (similar to the Grand March idea) until finally all were in a large circle facing inside of room. During a part of the dance called "Shine" the on-looking dancers remained in the circle, clapping hands, beating time, and shouting and catcalling in loud enthusiasm, while a single couple would take the initiative, step into the center of the ring and perform the jive gyrations. The Big Apple incorporated such dances as the Shag, Truckin', Charleston, Suzi-Q and Black Bottom.

SHAG

NOTE: The Shag is a fast, nervous, hopping dance performed in time to a strongly accentuated rhythm. After a while it lost its identity and blended with the Lindy Hop.

SHAG BASIC

<u>CTS</u>	<u>FOOTWORK</u>
1 ...	LF SIP * - CPos
2 ...	LF short pull Bwd - AST RF raised in bk
3 ...	RF SIP
4 ...	RF short pull Bwd - AST LF raised in bk
5 ...	LF SIP
6 ...	LF short pull Bwd - AST RF raised in bk
7 ...	Jump down on RF
8 ...	Jump down on LF
1-8	Reverse from *

SHAG HOP

1 ...	LF kick Fwd - AST RF pulls Bwd * OBPos
2 ...	Jump down on LFXIF
3 ...	RF kick Fwd - AST LF pulls Bwd
4 ...	Jump down on RFXIF
5 ...	LF kick Fwd - AST RF pulls Bwd
6 ...	Jump down on LFXIF
7 ...	Jump down on RF
8 ...	Jump down on LF
1-8	Reverse from *

PART III, Plan 1

SELECTION GCONGA
1938

The exact history of the Conga is vague but an interesting story is that the Conga rhythm originated with African slaves brought to the West Indies. With the chains binding their legs and hindering walking the slaves would walk three steps and then rest. Hence the Conga rhythm of one-two-three-pause.

The Conga in Cuba has always been associated with the parades during the annual street carnivals.

The Conga did not come to the U.S. from Cuba, but from the French Riviera where it became popular through the efforts of the famous Cuban composer and orchestra leader Elisco Grenet.

While the Conga created a "flurry" in the dance world, it was short lived. The dance soon lapsed into the party-mixer category and has remained there ever since.

CONGA RHYTHM: 2/4 or 4/4 time signature

TEMPO: 58-64 mpm

STYLE: The hip movement in the Conga is the same as that used in Rumba.

FORMATION: Participants line up behind leader with hands to the waist of the person in front

FIGURE 1

Ct 1 ... LF Swd, slightly Bwd
2 ... RFXIB
3 ... LF Swd
4 ... Scoot LF slightly Swd, AST BoRF slides to point Swd (Accent)
5-8 Reverse to Rt side

FIGURE 2

Ct 1-3 ... LF, RF, LF - Fwd
4 ... RF Bwd (accent) - AST raise LF to BoFt
5-8 Repeat

FIGURE 3

Ct 1 ... LF Fwd) Com 1 complete
2 ... RF Swd) traveling trn
3 ... LF Swd) Lt
4 ... Scoot LF slightly Swd - AST BoRF slides to point Swd (Accent)
5-8 Reverse trn to Rt side

FIGURE 4

Ct 1 ... LF Swd, slightly Bwd
2 ... RFXIF
3 ... LF Swd
& ... RF slightly Swd - pressure step
4 ... LF SIP (Accent)
5-8 Reverse to Rt side

PART III, Plan 1

CONGA (Continued)

FIGURE 5

- Ct 1 ... LF Swd, slightly Bwd
 2 ... RFXIF
 3 ... LF Swd
 & ... RFXIB - Rt shoulder lead
 4 ... LF SIP (Accent)
 5-8 Reverse to Rt side

NOTE: The scoot of the LF and slide point of RF may be substituted by a Kick of the RF on ct 4 and a Kick of the LF on ct 8.

SELECTION HTHE STROLLALL MOVE SIDE TO SIDECTS

- 1 ... LFXIF Point
 2 ... LF Swd Point
 3 ... LFXIF Point
 4 ... LF Swd
 5 ... RFXIB
 6 ... LF Swd
 1-6 Reverse starting with RF Point

Couples in 2 lines - facing each other

- X X Couple #4
 X X Couple #3
 X X Couple #2
 X X Couple #1

HEAD COUPLE DOWN THE CENTER

- 1 ... LF Fwd) Com
 2 ... RF Fwd) 1/2 trn
 3 ... LFXIB) Rt
 4 ... RF Fwd)
 5 ... LF Fwd - Man takes G. Rt hand
 6 ... RFXIB in his Lt

Couple #1 moves down center between couples 2, 3, 4 - Couple #2 now becomes #1 and couple #1 becomes #4. While couple #1 is executing this figure the remaining couples continue with figure ALL MOVE SIDE TO SIDE. Each couple moves down center the same as couple #1.

Once HEAD COUPLE DOWN THE CENTER has been completed by all couples - the following is done in the two line position - facing each other.

ALL SIDE AND SWING - SIDE AND SWING

- 1 ... LF Swd
 2 ... RFXIB
 3 ... LF Swd
 & ... RF Swing half circle Rt
 4 ... RF Swd
 5 ... LFXIB
 6 ... RF Swd
 & ... LF Swing half circle Lt

PART III, Plan 1

SELECTION IThe Monkey

RECORD:

Mickey's Monkey; The Monkey Time; Monkey-Shine.

In the true sense of the word, "dance" does not apply to the Beatles (The Monkey); rather the teen-ager uses only body and hand movements to this Rock 'n Roll rhythm.

The partners face each other in Chall Pos throughout the record.

Body Movements

1. LF Fwd, slightly swd - sway lower half of body fwd (ct 1), entire body wt snaps fwd (ct 2), sway lower body bwd (ct 3), snap entire body wt bwd (ct 4).

2. The same body action as above with the exception that the ft are about 15 inches apart (parallel).

3. "Hit" the pelvic wt into the Lt hip 2 times (cts 1,2), then to the Rt side (cts 3,4), then 4 quick "hits" to the Lt side (cts 5,6,7,8). Reverse starting to the Rt side.

4. Moving from Lt to Rt execute 4 bounce actions by bending and straightening the knees. Reverse moving from Rt to Lt.

5. Bounce up & down in one place.

6. For those who feel the above 4 body actions are a little "much" the following is a very satisfactory substitute:

CTS	FOOTWORK
1 ...	LF Swd
2 ...	RF Tog - no wt chg
3 ...	RF Swd
4 ...	LF Tog - no wt chg
	- and -
1 ...	LF Fwd
2 ...	RF Tog - no wt chg
3 ...	RF Bwd
4 ...	LF Tog - no wt chg

Hand Movements

1. Both hands held out IF with thumbs up & fingers closed. Lt hand jerks over Lt shoulder 4 times (cts 1-4), reverse with the Rt hand (cts 5-8). Hands back IF jerks up & down (cts 1-4), roll hands quickly around each other (cts 5-7), flatten hands out & sideward (ct 8).

2. The Rt hand shakes outward (ct 1), clap (ct 2), Lt hand shakes outward (ct 3), clap (ct 4).

3. Hands raised over head start to shake them downward close to body line (cts 1-4), repeat (cts 5-8).

4. Rt hand over the mouth (speak no evil); Lt hand over the eyes (see no evil); hands over the ears (hear no evil).

5. Mimic a monkey scratching, swinging by the hand, staring and other characteristic monkey actions.

SUGGESTED ACTIVITIES

ALL CLASSES

- Enjoy the dances your parents and grandparents did. Some of these were considered rather "wild" at the time and some were even condemned by local officials. Still, the dances developed enough popularity, and notoriety to make them well known throughout the metropolitan area. Other popular dances were considered an "art form" and executed with the utmost precision. So take your pick, but shake a leg and enjoy! 11
27
H
- Discuss the importance of social dance in our culture. Students should discuss whether or not they enjoy dancing and why. What social or recreational purpose does dancing fulfill?
- Discuss the use of a code in following dance instructions. Using an opaque projector, cast the dance code (Selection A) on the screen. Review each coded item, and ask students to demonstrate, when applicable, what the movement looks like.
- Clear the classroom, and put some appropriate music on the record player. Familiarize yourself with the rhythm. (Some selections are suggested in the instructions.)
- With the entire class, review the selections (B through I) on the following pages. Use the opaque projector, cast each of the dance instructions on the screen. Ask a student to read the introduction aloud. (If it's too difficult, summarize it to your students.) Then, as a whole group, take the coded instructions step by step (they get easier as you become familiar with the code.) Thereafter, try it with music.
- Ask either a couple or a group to volunteer to demonstrate the dance; adapting it to fit their own creativity, but without losing the basic format of the dance itself.
- If possible videotape, view the tape, discuss, enjoy!
- Invite your parents, friends, and former students in to demonstrate the dances that they did when they were in school.
- Ask students to demonstrate current dances and to code them so that future students will be able to duplicate them.
- As a class or club activity, plan a dance show to demonstrate the old steps.
- Plan a Centennial Ball, or dance or disco, in which students, faculty, former students and staff would be encouraged to: H
 - a. pick an era
 - b. dress as students at that time
 - c. perfect the dance most popular then
 - d. perform the dance in a contest format
 - e. select a centennial disc jockey from the student body who will announce and introduce the historic background of

- the old-time music and dances
- f. update the historical dances with some of the latest steps and even some roller disco
- g. have fun following literally in the footsteps of your forefathers

FOREIGN LANGUAGES AND ESL

- Research what dances have strong ethnic influence. What dances did various immigrant groups bring to America? How were these dances adapted into other American dances? 11 27 H
- In small committees, research and demonstrate dances which are popular or were popular in local ethnic communities. Teach these to your classmates.
- Analyze why immigrant groups often maintained their own dances for several generations. What are some of the social and familial reasons for this? How do the younger generations feel about these traditions? In the language you are studying, write an essay on this topic.
- Interview members of the community who immigrated to New York City and who perhaps attended Girls or Boys High. Determine what types of social recreation they enjoyed as students. In the language you are studying, report this information orally to the class.
- Survey the community. Are there social clubs, churches, organizations which provide services for various ethnic groups? Discuss what services they provide. Determine if they hold

dances and if any of the dances are held to celebrate special ethnic holidays. In small groups, acting as committees, design a social center map depicting the various ethnic neighborhoods in the community. Research how in the past hundred years the boundaries of the ethnic neighborhoods have changed.

- As a class make a major display showing the ethnic patterns in the neighborhoods of Brooklyn since 1878. (Census tracts, and histories of Brooklyn, in addition to student surveys should provide the information.) Include in the map the foreign language spoken in the various neighborhoods. Include at least one dance that is representative of each neighborhood.

FINE ARTS

- Paint a small centennial mural within the school depicting the various dance forms to which the generations of students gyrated. F
- Observe the dances, either demonstrated or videotaped. Better still, participate in the dances and watercolor an interpretive display depicting the movement of the various dances.
- In the school library, research through old yearbooks to find photos and drawings of students in years gone by at various school social functions. Copy the photos, either using a copy-stand or photo-copy machine, and arrange a social montage of 11 27 T A

school dances. Display.

- Arrange for student-produced Centennial banners, wall-hangs, etc. to be displayed at the Centennial dance. H
- Design burlap wall-hangs depicting the various dances popular with successive generations of students.
- Sculpt couples doing representative dances from each of the decades during the period 1878-1979. Exhibit. T
- Create poster displays which would show fellow-students how the popular dances of the past looked. Be sure to include accurate portrayals of how the students dressed for school dances in past years. T

HOME ECONOMICS

- Using the old school yearbooks which are housed in the library, analyze what special events, holidays and ceremonies were celebrated by school dances. Interview Boys and Girls High graduates to determine what dance themes were popular, e.g., sock hops, proms, Sadie Hawkins, etc. Through interviews and Yearbook/school newspaper, research, determine what fashions were worn to the dances. On posterboard, sketch students of Boys and Girls High in representative dress for each decade of dances. 11 27 T
- Interview friends, relatives, neighbors who were former students. Ask to look at their old prom pictures, etc. Sketch the clothes that they wore, but also take careful note of their

accessories. Note if they had corsages, and if so, where they were worn. Note their jewelry. Note their hairstyles and any headpieces that they wore. Individually or in committees, make a complete report of the fashions, accessories, and hairstyles. Compare with other students. Prepare a written report and include sketches. Bind them into a class Centennial Fashion booklet.

- Interview former students and ask for donations of memorabilia, prom dresses, tuxedos, etc. Prepare a mini-museum to exhibit the fashions of the past at B.H.S. and G.H.S. Be sure to include a date and a brief description of the occasion for which the clothing was worn. This could be combined with a mini-fashion show where the gowns and tuxedos are worn by students before being housed in the mini-museum area. 11 27 E T
- Sponsor a dance. It could be for the school or for a club or class. Choose just one theme and one decade. Require dress to be appropriate for the selected decade. The food to be served should be prepared by the students and should be representative of the times. A small dinner dance might be fun, or a sock-hop, or a Sadie Hawkins function. 11 27 E T u

MUSIC

- In small student committees, research and locate music, either on sheet music, records or tapes, that is representa- 11 27

tive of the various dance eras and fads which have swept the nation since 1878. Local libraries, former students and the Lincoln Center Branch of the New York Library should prove to be rich resources. Index the materials that you locate, and create a centennial music collection library within the department. Send a list of holdings to the school library for cataloging. Share your resources with other classes.

- Play the necessary songs/music for other classes to accompany dancers. Prepare a demonstration of all of the dances and exhibit this to various classes or clubs. Or share the responsibility and ask another department to prepare the dancers to accompany your music. Student demonstrators should be selected.

- Plan a class or club field trip to the Lincoln Center Branch of the New York Public Library. Contact the Library ahead of time and ask if a guide could accompany the students on a tour. The Music and Dance collections are richly abundant. Go in very small groups if possible.

- Invite a local dance team or instructors to visit your class to demonstrate dances which were popular with students in the past.

- After observing the dances (Selections A through I), students should discuss the relationship of each dance to the general musical trends of the times. Identify the dances which were linked with Rock and Roll; the Swing Era, etc.

PHYSICAL EDUCATION

- Discuss the importance of recreation in urban settings in the 1970s. List what you consider to be favorite recreational pastimes.

T

- Categorize your recreational activities, e.g., individual, team, group, formal, informal; those requiring no equipment; those requiring special equipment, funds, or setting.

- In a whole-group format, discuss dance as a recreational form. How is it different from other recreational activities? What other purposes does social dance fulfill besides recreation?

11
27

H

- Write an essay about dance as a form of physical education.

- Create a centennial dance step! It might be entirely new and original or a conglomeration of the famous steps from the past.

H

I

- Determine which of the dances in selections A through I would burn up the most calories and which would burn up the least. Chart them on a graph.

H

- Create a centennial gymnastics display which incorporates some of the steps used in the old-time dances. Design a routine based either on one particular decade with representative music and movement, or design a routine which depicts the past one hundred years.

H

T

11
27
H

- Choreograph a synchronized swimming program which takes the the audience on a musical movement centennial tour!

- For men and women, design dance-exercise moves to limber up. The moves should be adapted from the old-time dances. A bit of the fancy "Charleston" footwork might be good for boxing, wrestling, football, basketball, and gymnastics.
- Invite faculty to participate with students in the Centennial dance classes
- Research the history of social dance and its terminologies and jargon.

SOCIAL STUDIES

- Research in old yearbooks (located in the school library) the special events which were celebrated by having school dances: e.g., graduation, the Junior Prom, Sadie Hawkins Day, Valentine's Day, etc. Post a list of all of the occasions. Revive some of the old traditions. 11 27 H T
- Revive the Sadie Hawkins custom. In a whole class format, discuss why such a custom existed. (Girls asked boys to the dance.) What were the social customs of the day which made this such an unusual event? Write a brief poem or essay in which you assume that you want to ask someone to the dance, but you don't have the nerve. What social pressures prevent you?
- In a whole group format, discuss the cultural significance of social dance. Research and write a report on the social dances of other cultures.
- Many of the popular dances in the United States were either a reflection of or a reaction to the political and economic pressures of the day. Research the events of the period and analyze whether or not dances, which were then popular were related to these occurrences.
- In small groups, research other popular dances and report upon the social significance of the movements and music.
- Role-play: students ask each other out to school dances using the customs of today and customs of the past. Videotape. Analyze. Discuss how most people share some of the same anxieties. Do today's customs relieve or accentuate such anxieties? Discuss. T
- In small committees, interview alumnae/i in the neighborhood. Ask about their likes and dislikes for school dances and which dances were in vogue at the time. Collate and analyze all information and make a graphic display. 11 27 B T

- Discuss with the class why some dances are considered shocking and even immoral when they are first introduced. Examples should be cited. What social forces do they violate or offend? What is the process that leads to their general acceptance?
- Role-play: a school principal while attending a dance at the school in 1911 sees several couples doing the outrageous, Turkey Trot. 11
27
R
- Role-play a parent-child talk where a parent tries to talk the student out of doing the latest popular dances (Turkey Trot, Charleston, Monkey, etc.). Videotape. Analyze. Reverse roles and repeat. 11
27
R
- Role-play a discussion among church leaders, parents, students, performers, and disc jockeys who either want to promote or prohibit new dances which are unusual. 27

Part III OUR SCHOOL: 1892-1979

Question What were the popular songs which the students and the community sang during the period 1878 to 1979?

- Understandings
- Popular music has always been an important part of the social and cultural life of students.
 - Popular music has often expressed the concern, desires, and interests of young people.
 - Popular music has periodically affected students' fashions, jargon, and mannerisms. It often has generated fads and crazes which sweep through our secondary schools.
 - Memories of our high school days are frequently sparked by the sounds of a "good old song."

Materials

Selection A - A list of popular songs from 1890 to 1978 compiled by Ms. Marjorie Grudzinski, a member of the Boys and Girls High School Music Department and a member of the Centennial Musical Fashion Show Committee.

Selection B - A list of the titles of a few of the most popular tunes taken every ten years from 1878 to 1978. Source of information: Billboard Magazine, December 23, 1978 and Julius Mattfield, Variety Music Cavalcade 1620-1969 (Englewood Cliffs: Prentice-Hall 1971).

Additional Resources

Sheet music for many of the very old tunes can be located in the Lincoln Center Branch of the New York Public Library in the 3rd floor Music Research Department.

Friends, neighbors, former students' record collections.

Place any sheet music in the school library so that all can use it.

Code

Numbers indicate pages in History.

References

Letters indicate Special Events.

PART III, Plan 2

SELECTION APOPULAR SONGS FROM 1890-1978

Compiled by Marjorie Grudzinski

1890 - 99		"East Side, West Side" "The Band Played On"
1900 - 09		"Give My Regards to Broadway" "School Days"
1910 - 1920	1911 1913 1918	"Alexander's Ragtime Band" "Peg 'O My Heart" "Rockabye Your Baby With A Dixie Melody"
1920 - 1929	1921 1924 1926 1927 1927	"I'm Just Wild About Harry" "Fascinating Rythm" "Babyface" "Old Man River" "Ain't Misbehaving"
1930 - 1939	1930 1935 1936 1938 1939	"Georgia on My Mind" "Summertime" "The Way You Look Tonight" "Heart and Soul" "Over the Rainbow"
1940 - 1949	1946 1948	"Zip pe dee doo dah" "Tennessee Waltz"
1950 - 1959		"In the Still of the Night" "Chattanooga Shoeshine Boy" (Andrews Sisters) 1956 "Hound Dog"
1960 - 1969	1962 & 1966 1969	"Taste of Honey" (Bobby Scott) "Stop In the Name of Love" (Supremes) "Aquarius" "Tempts Jain"- Song (Persuasions)
1970 - 1978	1974-75 1975 *1977 1978 *	"Theme from <u>Mahogany</u> " "Feelings" "More Than A Woman" "Boogie - Oogie - Oogie" "Theme Song from <u>Saturday Night Fever</u> "

POPULAR MUSIC FROM THE PAST

The following lists of songs represent a centennial collection of vocal and instrumental music from 1878 to 1978. The music and songs selected for inclusion in the list represent some of the most popular songs and instrumentals of the day. The students of Boys High and Girls High probably sang, hummed, and danced these tunes from one decade to another. Take a musical stroll through our centennial years. Enjoy the good old songs, sing them with your students in classes, clubs, and concerts.*

1878

"Sweet Mary Ann, or Such an Education Has My Mary Ann"
(Malone's Night Off, or the German Turnverein), w.
Edward Harrigan, m. David Brahan, Wm. Pond & Co.
cop. 1878

"Baby Mine"

w. Charles MacKay, m. Archibald Johnston, Song sung by
Belle Cole, a popular singer in the late 1870s.

"A Flower from Mother's Grave"

w., m. Harry Kennedy, Boston: Cliver Detson,
cop. 1878, by Wm. Kennedy, Brooklyn, N.Y.

1888

"The Convict and the Bird"

w., m. Paul Dresser, Willes Woodward, cop. 1888

"The Mottoes Framed Upon the Wall"

w. William Devere, m. W.S. Mullaly. Willis Woodward & Co.
cop. 1888

"Semper Fidelis"

March. m. John Philip Sousa. Philadelphia, Harry
Coleman, cop. 1888

1898

"She Is the Belle of New York"

(The Belle of New York), w. Hugh Morton, m. Gustave
Kerker. Harms, cop. 1898.

"When a Fellah Has Turned Sixteen"

w., m. E.W. Rogers. T. B. Harms & Co. cop. 1898 by Francis
Day & Hunter.

"When You Were Sixteen"

w., m. James Thornton. M. Wismark & Sons, cop. 1898.

*Sheet music for many of these tunes can be located in the Lincoln
Center Music Research Department of the New York Public Library.

PART III, Plan 2

SELECTION B (Continued)

1907/1908

"School Days"

w. Will D. Cobb m. Gus Edwards. Gus Edwards Pub.
cop. 1907

"All for the Love of You"

w. Dave Reed, m. Ernest R. Ball

"Shine On, Harvest Moon"

(The Follies of 1908), w. Jack Norworth, m. Nora Bayes
and Jack Norworth. Jerome H. Remick & Co. cop. 1908.

"Take Me Out to the Ball Game"

w. Jack Norworth, m. Albert Von Tilzer, The New York
Music Co. , cop. 1908

1918

"Dear Old Pal of Mine"

w. Harold Robe, m. Lieut. Gitz , cop. 1918

"Rinky-Dinky Parlez-Vous"

(Mademoiselle From Armentieres), World War I song,
w., m. anon.

"Ja-Da"

w., m. Bob Carleton. Leo Feist Inc. cop. 1918

"K-K-K Katy"

w. m. Geoffrey O'Hara. Leo Feist, Inc., cop. 1918

"Oh! How I Hate to Get Up In the Morning"

w., m. Irving Berlin, Waterson, Berlin & Snyder Co. cop.
1918

1928

"Button Up Your Overcoat"

(Follow Thru) w., m. Bud G. DeSylva, Lew Brown, & Ray
Henderson. DeSylva, Brown & Henderson, cop. 1928.

"I'll Get By, As Long As I Have You"

w. Roy Turk, m. Fred E. Ahlert. Irving Berlin, Inc.
cop. 1928

"Manhattan Serenade"

Piano Solo, m. Louis Adler, Robbins Music Corp.
cop. 1928

"You're the Cream In My Coffee"

w. m. Bud DeSylva, Lew Brown, & Ray Henderson, cop. 1928

"Stout Hearted Men"

(The New Moon), w. Oscar Hammerstein 2nd, m. Sigmund
Romberg, Harms Inc. cop. 1928

1938

"Jeepers Creepers"

(film: Going Places), w. Johnny Mercer, m. Harry Warren,
M. Witmark & Sons, cop. 1938.

"September Song"

(Knickerbocker Holiday), w. Maxwell Anderson, m. Kurt
Weill. Crawford Music Corp. cop. 1938.

"You Must Have Been a Beautiful Baby"

(film: Hard to Get), w. Johnny Mercer. m. Harry
Warren. Remick Music Corp. cop. 1938.

1948

"Enjoy Yourself, It's Later Than You Think"

w. Herb Magidson, m. Carl Sigman. Edwin H. Morris &
Co. cop. 1948.

"Once In Love With Amy"

(Where's Charley?) w.m. Frank Loesser. Edwin H. Morris
and Co. — cop. 1948 by Susan Publications Inc.

"Sabre Dance"

(from ballet: Gayne, or Gayanne), Orch. piece, m.
Aran Khachaturian. Leeds Music Co. cop. 1948

"Tennessee Waltz"

w. m. Redd Stewart & Pee Wee King. Nashville Tenn.:
Acuff-Rose Publications, 1948.

"A"-You're Adorable"

(The Alphabet Song) w. m. Buddy Kaye, Fred Wise, and
Sidney Lippman. Laurel Music Co. cop. 1948

1958

"All I Have To Do Is Dream"

w. m. Boudleaux Bryant. Nashville Tenn.: Acuff-Rose
Public. cop. 1958.

"Bird Dog"

w.m. Boudleaux Bryant. Nashville Tenn. Acuff-Rose
Public. cop. 1958

"Catch a Falling Star"

w.m. Paul Vance & Lee Pockriss, Marvin Music Co.
cop. 1957.

"Lollipop"

w.m. Beverly Ross and Julius Dixon. Edward B. Marks
Music Corp. cop. 1958

PART III. Plan 2
1958 cont.

SELECTION B (Continued)

"Yakety Yak"

w. m. Jerry Lieber & Mike Stoller, Tiger Music Co.

"Gigi"

w. Alan J. Lerner. m. Frederick Loew, Maralane Music Corp. 1958.

"Who's Sorry Now"

w. Bert Kalmer & Harry Ruby. m. Ted Snyder.
Mills Music Inc. cop. 1923 (revived 1958).

1968

"Abraham, Martin, and John"

w m. Dick Holler. Rosnique Music Inc. cop. 1968.

"Eleanor Rigby"

w m. John Lennon & Paul McCartney. Maclen Music Inc. cop. 1966.

"Harper Valley P.T.A."

w m. Tom T. Hall. New Keys Music. cop. 1967.

"MacArthur Park"

w m. Tom T. Hall. New Keys Music, cop. 1967.

"The Windmills of Your Mind"

(film: The Thomas Crown Affair), w. Alan and Marilyn Bergman, m. Michel Legrand. United Artists Music, cop. 1968.

"Scarborough Fair-Canticle"

w, m. Paul Simon and Art Garfunkel. Charing Cross Music. cop. 1966.

1978

"You Light Up My Life"

artist: Debby Boone

"Stayin Alive"

artist: The BeeGees

"Shadow Dancing"

artist: Andy Gibb

"Night Fever"

artist: The BeeGees

"How Deep Is Your Love"

artist: The BeeGees

SUGGESTED ACTIVITIESALL SUBJECTS

- Enjoy the list of old time favorites. Acquire sheet music for the songs or recordings of the tunes themselves. With the entire class discuss the lyrics, titles, musical arrangements of the songs. How do they reflect the political, economic, social influences of the period? 11 27 E H
- Sing the songs! Use an opaque projector to cast the lyrics on a screen.
- Combine the tunes throughout the century with a fashion show in which the old-time clothes, or their influence on today's fashions, are shown. E
- When sheet music is located for all of the tunes, place them on file in the school library. Notify other classes. T
- Combine the musical hits with some of the old time dances and put on a show!
- Research in old yearbooks and determine if there is a correlation between the style of the popular tunes of the period and the fashions or jargon used by the students. 27 28 A
(Example: In the period of World War I, Girls High students wore middy blouses and even military helmets and many of the hit tunes were war-related.) P
- The school band or orchestra should put on a show in which a century of hit tunes is revealed.
- Ask former students to research fads of the past, e.g., the hula hoop. Demonstrate these. B 11 27 28 D
- Take a trip down memory lane. Interview faculty, especially any who attended Boys High and Girls High. Ask for their musical memories of high school days. B
- Identify major movements in the development of popular music, e.g., swing, rock and roll.
- Popular music has often met with community criticism. Discuss the factors which influence the social acceptance of music.
- Predict which popular songs of today will remain hits and which will be "fads."
- The Glee Club should put on a Centennial Show combining a century of school songs and popular music. Videotape/record. D
- Compose a piece for the school band/orchestra to celebrate the centennial.
- Sponsor an old-timers day in which all students come to school dressed as students from the past. U
- Sponsor an alumnae/i day when former students are invited to attend classes. Arrange for some of them to speak to classes. B
- Plan a grandparents day. Have everyone ask grandparents to visit the school. Discuss what life was like in their schooldays. B

PART III OUR SCHOOL: 1892-1979

- Questions What were the characteristics of the community which affected the schools?
- Understandings • Statistical information can be useful in describing certain characteristics of a school population: however, it can not give a total picture of the school and its students
- Students come to schools with a diversity of backgrounds, needs, talents, and interest.

Materials

Selection A - Graph showing how immigration patterns affected school registers throughout the City "Number of Immigrants Arriving at the Port of New York, 1910-1952".

Selection B - Graph showing the "Source of Pupils Admitted for the School Years, 1943-44 to 1952-53".

Source of Selections A and B: The Superintendent's Report for 1952-53, pp. 17, 23.

Additional Resources

Information, data, supplied by the Justice Department's Immigration and Naturalization Service, 26 Federal Plaza, New York, New York.

Johnson, James Weldon, Black Manhattan. (New York: Arno Press and The New York Times, 1968).

Ovington, Mary White, Half a Man: The Status of the Negro in New York. (New York: Hill and Wang, 1911. Reprt. 1969).

Syrett, Harold Coffin, The City of Brooklyn, 1865-1898 (New A.M.S. Press, 1969).

Superintendent's Annual Reports published by the New York City Board of Education.

U.S. Census Reports, which are available in all public libraries.

Code
References

Numbers indicate pages in History
Letters indicate Special Events

FACTORS AFFECTING SCHOOL REGISTER

NUMBER OF IMMIGRANTS ARRIVING AT THE PORT OF NEW YORK
1910-1952

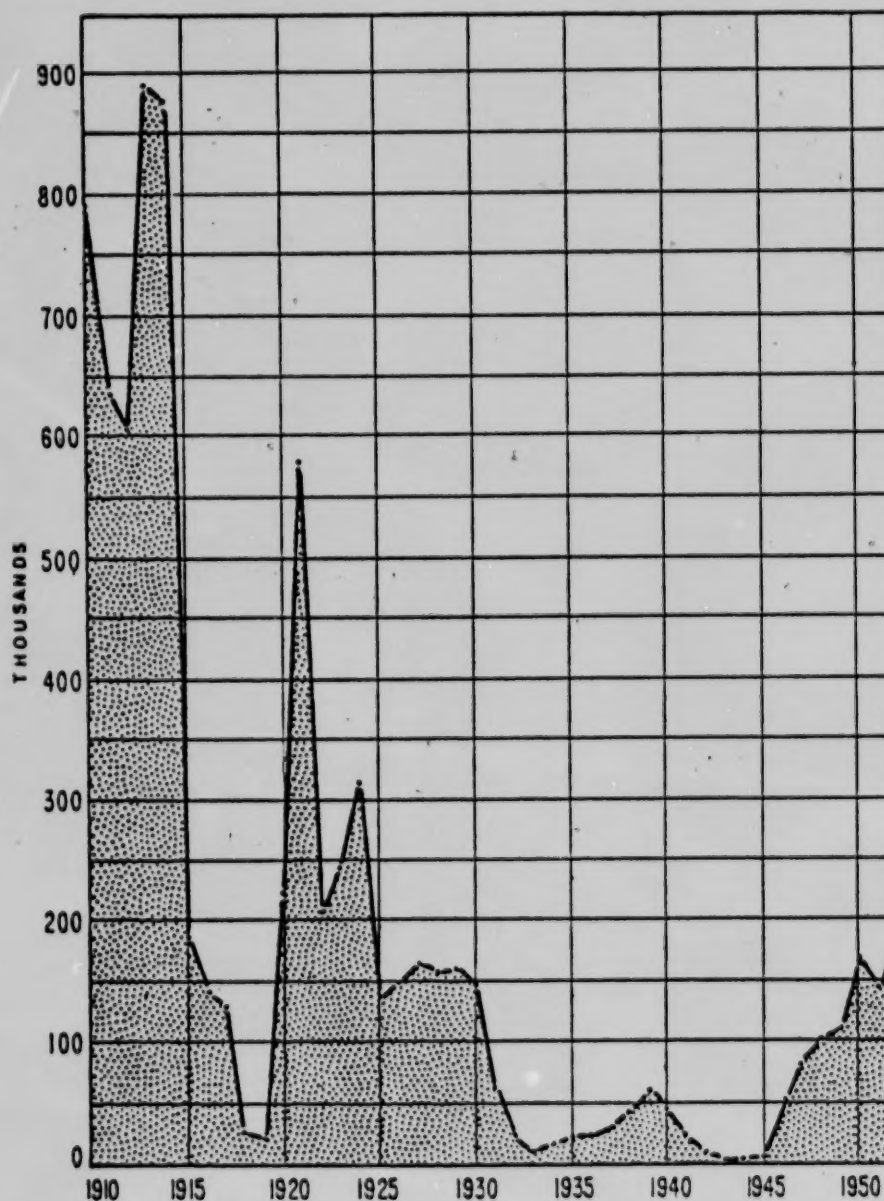


FIGURE 7

Source: "Number of Immigrants Arriving at the Port of New York, 1910-1952," The Superintendent's Report for 1952-58, p.17.

SELECTION B

FACTORS AFFECTING SCHOOL REGISTER

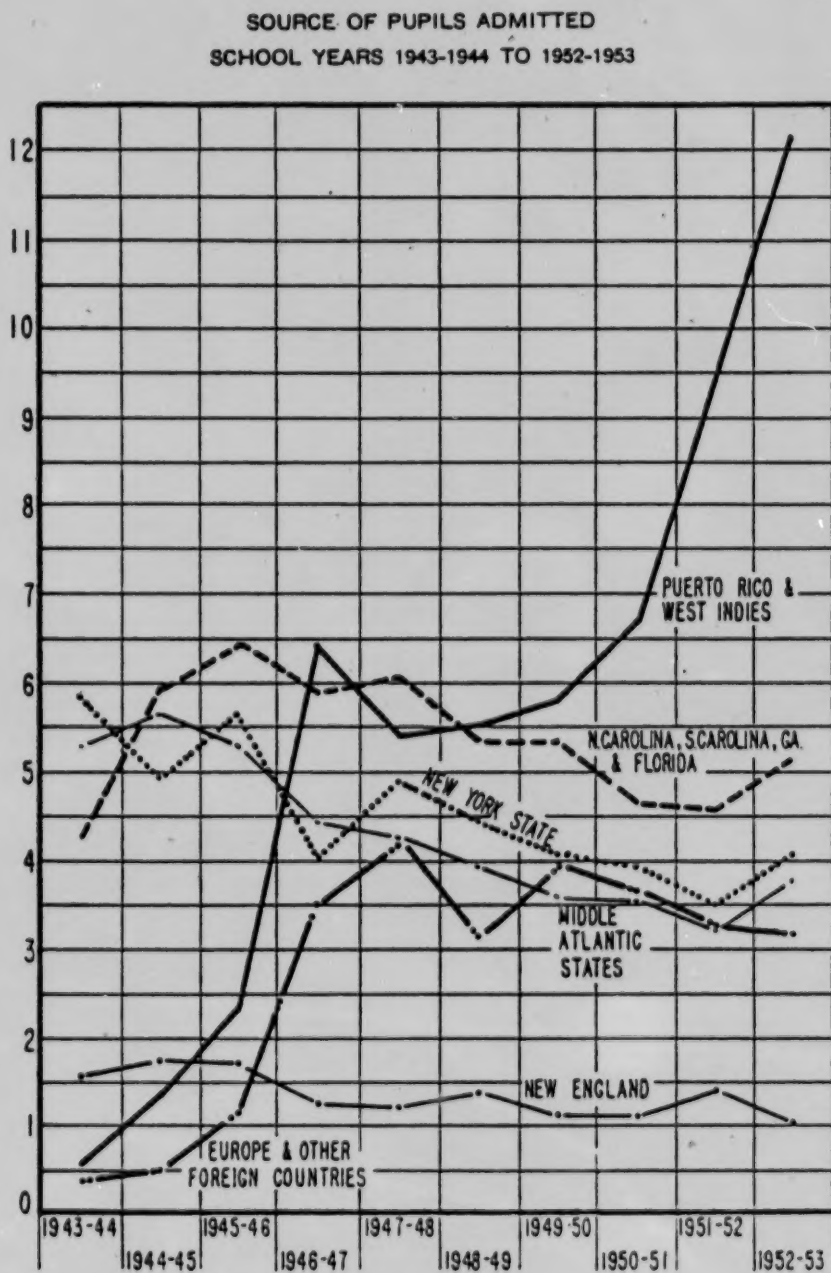


FIGURE 11

Source: "Source of Pupils Admitted," *The Superintendent's Report for 1952-53*, p.23.

SUGGESTED ACTIVITIES

ESL AND FOREIGN LANGUAGES

- In a roundtable format, discuss what additional services the high schools should provide for non-English speaking and immigrant students. Present a proposal to the school administration requesting such services. 12 13 23 31 40
- Determine what organizations exist in the area which serve the special educational interests of immigrant groups: churches, newspapers, radio, television, etc. Make a collage or graphic display depicting the network of non-school educational services which exist. T
- Write an essay based on research, personal opinion or experience on one of the following:
 - a. What adjustments an immigrant student must make in a Brooklyn High School. 12 13 23 31 40
 - b. Life as a son or daughter of an immigrant family in Brooklyn a hundred years ago and now.
 - c. A non-English speaking student coping with school life a hundred years ago and now.
- Research the procedures for becoming an American citizen. Write for information either to your congressman or to the Justice Department's Immigration and Naturalization, 26 Federal Plaza, Manhattan. Invite a speaker to visit the class to discuss the process: a representative from the Service, a new citizen, an adult who has decided against seeking citizenship.
- Interview graduates of Girls High and Boys High, particularly those who came from immigrant families. Report to your class the results of the interviews. What did the graduates say about their life in B.H.S. or G.H.S.? If they came from immigrant families, determine why their families left their native countries; why they selected the New York City area; what problems they had adjusting to New York life; what they appreciated the most about their new homes; and what adjustments they had to make in their lives at school. Create a Centennial Booklet which will contain the results of these interviews (written in Spanish and English). Offer the booklet to new Spanish-speaking students when they arrive so that they can grasp a bit of the history of the school they are entering and also a realization that many of the non-English speaking students of the past had similar experiences. B 12 13 23 31 40 T
- Based on various peak decades of immigration, research what life was like in Brooklyn, what educational institutions were available to assist the students in their adjustment.
- Discuss the terms "American -

ization" and "Melting Pot" and what they have meant in the twentieth century. Write an essay on what it would mean personally to be "Americanized." Debate the pros and cons of the "Melting Pot" theory or "Americanization." Discuss whether the term "Americanization" would be more liberally interpreted today. Discuss the role that the schools have played and should play in the process of immigrant adjustment. Discuss what mistakes you think the schools make in this process.

- In a roundtable format, discuss the concept of bilingual education and bilingual-bicultural education. Students should define these terms and debate the reasons that the public schools should or should not offer such programs. Determine if, and why, such services were introduced into the Boys and Girls High system.
- Make a school calendar showing the special holidays of all ethnic groups in your school. Plan celebrations.

MATHEMATICS:

Study Selection A and discuss the impact that immigrations have had upon the public school system.

- Determine the following:
 - a. During the period 1910-1952 when did the largest number of immigrants enter the Port of New York?
 - b. How many immigrants arrived in New York in the following years: 1910, 1913, 1944, 1952?

- c. How many more immigrants arrived in 1913 than in 1913 than in 1952?
- d. What was the percentage of decrease in the number of immigrants in 1952 from 1910?
- e. What other questions could be answered by the information in Selection A? What other information would be interesting to research?

Study Selection B.

- Discuss the comparative relationships among the various sources of students who were admitted to the New York City public schools. In a wholeclass format, determine what this graph tells you and what it does not.
- What is the significance of these statistics to the needs, pressures, and interests of a public secondary school? Ask students to list the impact such statistics would have upon those determining policy in the City's school system.
- Gather data from classmates and, if possible, from the entire student body. Graph the states, countries, etc. from which they came to New York. If possible, go back three generations and graph the results. Present this historical statistical study of the "roots" of the entire class or student body for others to see. Place a copy in the Centennial Statistics

Book. (In preparing the survey form, be sure to permit an area for no response and do not push for information if a person seems reluctant to give it.)

SOCIAL STUDIES:

- Study Selections A and B.
- Discuss in a whole group what impact the immigrations during the period 1910 to 1950 might have had upon the Brooklyn schools. 12
13
23
31
40
- Debate immigration quotas in the United States. (Refer to the 1965 Immigration and Nationality Act and any updates on it (available from the Immigration Service). Videotape and analyze. M
- Write an essay describing what you think life in New York City would have been like had several restrictions been placed on immigration during the latter half of the nineteenth century through the mid-twentieth century.
- Debate whether or not future immigrations should be encouraged or discouraged. Videotape. M
- In the school archives, there is a book entitled: LISTS: Names of B.H.S. Graduates, March 1880 to January 1934. 12
13
A very small group of students should review the original copy of this document and determine, by analyzing surnames, the various ethnic groups which were represented in the period. Chart the percentages of the identifiable ethnic representations for every five years from 1880 to the present. Display this chart for all to see. A
- Research from which countries the immigrants came in the following periods: 12
13
23
1910, 1912, 1921 and 1945 to 1952. Determine if members of your own family or of friends' families immigrated to Brooklyn or other New York City boroughs at those times. Chart the patterns from various countries. 31
40
T
- Use census tracts to determine where various immigrant groups settled in the metropolitan area from 1878 to 1979. On a map show the locations of the groups for the various periods. 12
13
23
31
40
T
- Immigration patterns are often related to political and economic events. Speculate why in Selection A there are drops in the number of immigrants during 1915-1919, 1930-1933, and 1940-45. Write an essay on why this occurred.
- New York City has a significant number of new students from other parts of the United States. (Refer to Selection B.) What adjustments do these students have to make when entering Boys and Girls High? In the early twentieth century, many immigrants to the city were from the South. Research and report your findings about the reasons for these migrations and the adjustments the migrants had to make. Compare with today. Note: good sources are the books by Handlin and by Ovington on the resource list. 23
31
40
T

PART III - OUR SCHOOL - 1892-1979

Question

Who were the students and teachers
in the high schools in 1892 ?

Understandings

- Statistical information can be useful in describing certain characteristics of a school population; however, it can only describe certain dimensions of the population and, thus, does not give a total picture of the school and its students.
- Students and teachers come to schools with a diversity of needs, talents, and interests. It is important to examine all available data in a study of a school.

Materials

Selection A - Faculty listing and statistical information about Boys High School in 1892. Source: The Superintendent's Report for 1892, p.4.

Selection B - Faculty listing, statistics, and the courses taught at Girls High School in 1892. Source: The Superintendent's Report for 1892, p. 5,6.

Selection C - Statistics on the Average Class Sizes in the Brooklyn Schools in 1892. Source: The Superintendent's Report for 1892, p. 13.

Selection D - Statistical information on the ages of students in the Brooklyn Public Schools in 1892. Source: The Superintendent's Report for 1892, p. 26.

Code
References

Numbers indicate pages in History.
Letters indicate Special Events.

BOYS' HIGH SCHOOL.

LOCATION.—Marcy Avenue Corner of Putnam

Principal—ALEC G. McALLISTER.

Grade.	Teacher.	Register.	Grade	Teacher.	Register.
1 Com.	William E. Douglass,	28	6 Lang.	Charles H. J. Douglas,	20
2	Warwick P. Jackson,	25	7	Erastus Palmer,	30
3	Vincent Aldridge,	29	8	William H. Edwards,	31
3	Willis A. Huntley,	29	8	M. B. Lambert,	34
4	Howard Keeler,	32	3 Sci	Norman J. Marsh,	19
4	Albert C. Hale,	32	4	Thomas Flint,	26
4	Paul C. Martin,	30	5	Isaac N. Faylor,	26
1 Lang.	Harry F. Towle,	19	5	Charles A. Hamilton,	26
2	Charles W. Lyon, Jr.,	28	6	C. W. Bates,	22
5	Charles D. Larkins,	20	6	Oliver D. Clark,	46

(Frederick W. Grube.
German Teachers
(Herman Struder.

Number of Pupils on Register, December 31, 1901.....	451
Number of Pupils on Register, December 31, 1902.....	561
Number of Regular Sitzings, December 31, 1902.....	782
Average Attendance for the Year.....	527
Number of Pupils Promoted February 5 and July 1, 1902.....	729
Average per cent. of Registered Pupils Promoted.....	75

Drawing Teacher, Robert J. Pattison.

Music Teacher, Albert S. Caswell.

Janitor, John Brown.

Source: The Superintendent's Report for 1902, p. 4.

GIRLS' HIGH SCHOOL.

Location—Nostrand Avenue, Hilsey and Macon Streets.

Principal—CALVIN PATTERSON.

Names of Teachers.	Subjects Taught.
Maria H. Blanding,	First Assistant.
Mrs. Lucy T. Lewis,	First Assistant.
Robert Spice,	Lecturer—Chemistry, Natural Philosophy.
Jerome Walker,	Lecturer—Physiology and Hygiene.
Mrs. Carrie N. Balsley,	History.
M. Ellen Barker,	Mathematics, Book-keeping and Business Forms.
Maria M. Barrett	Book-keeping and Business Forms.
Mrs. M. Louise Bernicke,	Mathematics, Natural Philosophy.
Lucy R. Bliss,	Physical Geography.
M. Josephine Brink,	Composition.
Rosa H. Cahill,	Chemistry, Natural Philosophy, Stenography.
Clara C. Calkins,	Mathematics, Natural History.
Myra S. Chatterton,	Natural History, Physical Geography.
Mary Cochran,	Latin.
Lulu C. Daniels,	Composition.
Mary Davenport,	English, Mathematics.
Rebecca H. Davies,	History, Astronomy.
Wilhelmine H. Durlow,	German.
Emily Fuller,	Physical Geography.
Georgia Gates,	History and Government.
Isabella D. Godding,	History.
Clara V. Grover,	Latin, Greek.
Agnes L. Hale,	Mathematics.
Mary J. Harmon,	Composition.
Louise M. Hemerhann,	German.
Alice Higgins,	French.
Ellen L. Hills,	History.
Caroline L. Hunt,	Natural Philosophy, Mathematics.
Mary A. Knell,	English.
Abigail E. Leonard,	Mathematics.
Caroline B. Leflow,	Reading.

Annie M. Mitchell,

Elizabeth P. Mitchell,

Anna L. Mumford,

Elizabeth M. Phillips,

Marian Pyles,

Lydia O. Remy,

Elizabeth W. Robb,

S. Helen Romaine,

Priscilla H. Root,

Netta Sawyer,

Anna E. Smith,

Charlotte Smith,

Mrs. Elizabeth H. Spalding,

Helen H. Spalding,

Ellen A. Spencer,

Sarah L. Stilson,

Lydia M. Thomsen,

Harriet T. Van Valkenburgh,

Alma E. Wales,

Mary J. Way,

Frances White,

Harriet White,

Zada J. Wilson,

Julia E. Winslow,

Mary J. Wright,

Book-keeping and Business Forms,
English.

English.

English.

Natural History.

Physiology and Hygiene.

French.

Mathematics.

Composition.

Stenography, Typewriting.

Psychology, English.

English, History.

Mathematics.

Composition.

Mathematics, Latin.

Physical Geography.

English.

German, English.

Latin.

Chemistry, Natural Philosophy.

History.

Mathematics.

Physical Geography.

History.

History, Mathematics.

Mathematics, History.

Number of Pupils on Register, December 31, 1891.....	1299
Number of Pupils on Register, December 31, 1892	1447
Number of Regular Sittings, December 31, 1892.....	1737
Average Attendance for the Year.....	1284
Number of Pupils Promoted February 5 and July 1, 1892	1930
Average per cent. of Registered Pupils Promoted.....	74

Drawing Teachers, (Mrs. Catherine B. Snyder,
(Emma A. Jones.

Music Teacher, Francis J. Mulligan.

Janitor, William Brown.

Source: The Superintendent's Report for 1892, pp. 5-6.

PART III. Plan 4

SELECTION C

THE AVERAGE SIZE OF CLASSES.

In the following table the number of regular sittings occupied by the classes of each grade, the number of pupils on register in each grade at the close of the year, the number of classes to each grade, and the average number of sittings and pupils to each class, are presented:

GRAMMAR GRADES.	Number of Regular Sittings.	Number of Pupils on Register Dec. 31, 1892.	Number of Classes.	Average Number of Sittings to a Class.	Average Number of Pupils to a Class.
Training School (Theory)...	174	102	3	58	34
Boys' High School	713	561	22	32	26
Girls' High School	1,013	1,447	34	30	27
First	1,734	1,293	45	30	29
Second	2,241	1,726	57	39	30
Third	2,509	2,019	61	41	33
Fourth	3,133	2,597	75	42	35
Fifth	3,918	3,341	84	45	40
Sixth	4,969	4,276	110	45	39
Seventh	5,675	5,129	125	45	41
Eighth	6,708	6,254	142	48	44
Totals	33,175	28,637	775	44	37
PRIMARY GRADES.					
First	7,015	6,824	144	49	47
Second	7,679	7,517	157	49	48
Third	8,041	8,408	168	51	50
Fourth	8,912	9,037	176	51	51
Fifth	9,123	9,400	178	51	53
Sixth	9,514	10,110	190	50	53
Seventh	11,457	10,121	217	53	74
Totals	62,343	67,417	1,296	51	55
All the Schools	95,518	96,054	2,005	48	48

Source: The Superintendent's Report for 1892, p. 13.

PART III, Plan 4

SELECTION D

coming so large that already our two high schools are full to overflowing. Additional high school accommodations are needed at once.

AGES OF PUPILS.

The numbers of pupils of different ages from five to twenty-one years, are shown in the following table :

AGES.	HIGH SCHOOLS.		GRAMMAR GRADES.		PRIMARY GRADES.		ALL GRADES.		Total.	Per cent. of Whole No., 1892.	Corresponding per cents for 1891.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.			
20 to 21.	1	25			2		1	27	28	0.03	0.03
19 to 20.		64			1			65	65	0.07	0.08
18 to 19.	28	190	2	16			30	206	236	0.23	0.19
17 to 18.	100	338	30	121			130	459	589	0.62	0.57
16 to 17.	169	361	212	541	6	6	387	908	1,295	1.35	1.33
15 to 16.	145	315	902	1,269	25	24	1,072	1,008	2,080	2.70	2.91
14 to 15.	101	130	2,204	2,313	187	187	2,492	2,630	5,122	5.33	5.30
13 to 14.	16	21	3,139	3,198	957	704	4,111	3,923	8,034	8.36	8.50
12 to 13.	1	3	3,185	3,166	2,324	1,849	5,529	5,018	10,528	10.97	10.65
11 to 12.			1,976	2,159	3,605	3,154	5,581	5,313	10,894	11.34	11.36
10 to 11.			828	1,008	5,021	4,796	5,849	5,804	11,653	12.13	11.98
9 to 10.			141	194	5,715	5,601	5,856	5,795	11,651	12.13	11.78
8 to 9.			10	13	5,592	5,719	5,602	5,732	11,334	11.80	11.94
7 to 8.					5,255	5,218	5,255	5,218	10,473	10.90	11.04
6 to 7.					4,740	4,300	4,740	4,300	9,040	9.41	9.28
5 to 6.					1,327	1,095	1,327	1,095	2,422	2.52	3.06

The only thing in this table calling for special mention is that there has been a slight decrease in the number of children between five and six years of age. Children of this age have no business in the seventh primary classes,

Source: The Superintendent's Report for 1892, p.26.

SUGGESTED ACTIVITIES

MATHEMATICS:

Read Selections A and B.

- | | | | |
|--|----------------------|--|----------------|
| ● Determine how many more students were on the Boys High register in December 1892 than in December 1891. What percentage increase is this? | 33
34
35
36 | ● Gather age information for the students in your school. Create a table to show this information and then depict it in a bar graph. | O
T |
| ● Determine how many more students were on the Girls High register in December 1892 than in December 1891. What percentage increase is this? | 24
25
26 | ● Create a comparative graph showing the ages of students in 1892 and 1979. | N |
| ● Was the annual growth rate in the student body of Girls High greater than or less than Boys High? By how much? | T | ● Charges of overcrowding plagued the City's school system in the 1890s. From the information given in the attached selections, where did most of this overcrowding seem to exist? | 24
26
36 |
| ● How many more faculty members were there at Girls High than at Boys High in 1892? | T | | |

Read Selection C.

- | | | |
|--|---|---|
| ● How many more classes were there at Girls High than Boys High? | T | ● Discuss factors other than just the average number of students per teacher that could account for charges of overcrowded classrooms; e.g., size of room, students' needs, availability of materials, mobility needed within room for various methods to be employed, etc. |
| ● Was class size comparable at Boys High and Girls High? Compare these figures with the class sizes today. | | ● Discuss how important the teacher-student ratio is to learning and if it should vary according to subject matter. |
| ● From the information given, were class sizes larger or smaller in the lower grades? | | |

Read Selection D.

- | | | | |
|---|----|---|---|
| ● What was the average age of the students at Boys High? at Girls? Also determine: the median age, the range. | 34 | ● Write an analytical report on the appropriate teacher-student ratio for optimum learning. | O |
| ● Design a bar graph to show this data. | T | ● Research the growth in the annual Superintendent's Reports for the years | |

1892-1900 of the student body and faculty. (Reports are available in the Grand Army Plaza branch of the Brooklyn Public Library.)

- Review the range of subjects taught at Girls High in 1892. 25
Try to categorize them to fit 26
their counterparts in today's T
course of study.
- Evaluate the range of subjects taught at Girls High in 1892. 25
Evaluate today's course of 26
study. Discuss why these O
would be different and which N
seems to be the richer.
- Discuss whether there were courses offered at Girls High in 1892 that you would like to see offered at Boys and Girls High today.

PART III OUR SCHOOL: 1892-1979

Question	What were some of the school customs practiced throughout the decades?
Understandings	• Traditions serve to link successive generations of students, faculty, and administrators to the ever-growing school heritage. • School traditions are often symbolic representations of our feelings toward the school.
Materials	<u>Selection A</u> - A copy of "Ode to Our Tree" a poem which appeared in the 1907 Girls High yearbook. It refers to an annual tradition which began at the school in 1886, when, in fact, the school was still called the Central Grammar School. <u>Selection B</u> - A sketch of a tree symbolic of the growth of the schools from their progenitor, The Central Grammar School. This appeared in the <u>Girls High Record</u>, vol. 19, no. 4, June 1964, p. 4.
Code References	Numbers indicate pages in History. Letters indicate Special Events.

SELECTION A

Ode to Our Tree

O chosen plant of 1907
 As toward the vaulted bow of heaven
 You raise your slender boughs
 May each and every leaf you bear
 Listen well and rightly hear
 Our hundred hopes and vows.



May every wish we plant with you
 Bring forth a bud of radiant hue
 When comes resplendent Spring
 And may our thoughts attuned to song
 Break forth in chorus loud and long
 As joyously we sing.

And when are past those days of joy,
 Of hope, and love without alloy,
 And life is onward fleeting,
 Let each we think of this fair day
 And in our hearts will softly say,
 Our vows are in safer keeping.

Now you to Mother Earth we give,
 Trusting that many years you'll live
 To tell each ready listener,
 How each and all with loud acclaim
 Gave forth the accents of your name,
 Forsythia Vidissima.

Although from thee parted,
 Our greetings we send
 To thee Alma Mater,
 Dear Mother and friend.

SELECTION B

- SELECTION A Source: "Ode to Our Tree," Girls High Yearbook, 1907, p.143.
- SELECTION B Source: Girls High Record, vol. 19, No. 4, June 1964, p.4.

SUGGESTED ACTIVITIES

ALL SUBJECTS:

- The Student Government organization, a class, a department, or a club should revive an old tradition by planting a tree on the grounds of the school to celebrate the Centennial of Boys and Girls High School. C Q
- Interview alumnae to obtain details of the tree-planting tradition at Girls High. B
- The Parks Department is helpful in locating a nursery to supply the tree. A gallery pear is quite hearty and blossoms with beautiful white flowers every spring!
- Sponsor cake sales, raffles, etc. to raise the necessary funds. Or ask a local nursery to donate a tree.
- Plan a formal tree-planting ceremony. The school glee club should sing, a band should play, poems be read and speeches made. The entire school participates in this revival of "tree planting" which first began in 1886 in the Girls Department of the old Central Grammar School and which continued for decades as not only a major school event but also an event of major import to the local community. Former students and graduates should be invited! C Q
- A science club should adopt the tree in terms of care and upkeep. Summer tree-sitters should be assigned to water and clean the area surrounding the tree during the months

of July and August.

- It is imperative to obtain a wrought iron fence to protect the tree because they are rather fragile in their early years!
- The Industrial Arts Department could, perhaps, make a Centennial plaque which could be either set into the earth in front of the tree or attached to the wrought iron fence. C Q

ENGLISH:

- Study selections A and B. The metaphor used in these selections is a tree. Think of another useful metaphor for describing the institutional growth of Boys and Girls High School. Develop this metaphor. Write a poem describing it. 24 36 T V
- Depict your new metaphor in a graphic form. T V

FINE ARTS:

- Design a mosaic (made from school supplies and familiar school materials) in which the history of the school is symbolically portrayed. Display this for all to see, enjoy, and appreciate. F T
- Sculpt the symbolic institutional growth of Boys and Girls High School from its early roots in Central Grammar School. T

HOME ECONOMICS:

- Create a new and exciting

salad, called the centennial salad, in which roots, branches, and leaves of vegetables will be used to represent symbolically the historical roots of Boys and Girls High School. 24 36 U

- Arrange the salad so that it looks somewhat like a tree. U
- Encourage the cafeteria to serve courses which represent the growth of the school and its changing student body. You might want to serve various ethnic foods tracing the diverse heritage of the student body in the past one hundred years. U
- Design and make a centennial quilt with the symbolic pattern of a tree which is analogous to the school's growth. Or design another symbol of the school's growth. 24 36 C

INDUSTRIAL ARTS:

- Using plywood, or other available material, construct a tree to symbolize the institutional growth of the school from its roots in the Central Grammar School in 1878 to the present day Boys and Girls High School. Paint this, label it, and display it for all to see. 14 17 19 24 36 C T

SCIENCE:

- Selections A and B utilize a biological symbol, the tree, as a metaphor for the institutional growth of the school. Determine another metaphor, e.g., a cell using such a scientific base. Explore this metaphor. Describe why it was selected and display it graphically for other classes to see. W

SOCIAL STUDIES:

- The term "roots" has taken on a new significance in individuals tracing their ancestral lineage; however, social institutions also have roots. Discuss this concept with other members of your class.
- Central Grammar School was the progenitor of Boys High and Girls High Schools. Study the symbolic sketch of a tree in Selection B which depicts the growth of educational institutions whose heritage is an outgrowth of Central Grammar School. Discuss the significance of institutional growth and "branching." 14 17 19 24 36 43
- Discuss why it is important to know the growth patterns of contemporary institutions. List factors which influence growth patterns, e.g., economic, political, and social pressures. Cite specific examples of pressures which influenced the growth of Boys and Girls High School.
- Study Selection B and research the pressures which forced Central Grammar to branch out into new institutions.
- Design a more accurate portrayal of the branching process in the growth of the Central Grammar School offshoots. Display this portrayal, including the dates of the branching and the reasons for the growth patterns. 14 17 19 24 36 43

Plan #6
School Life

PART III OUR SCHOOL, 1892-1979

Question	How has the course of study changed throughout the years?
Understandings	• A course of study reflects society at that particular time. • The course of study at Boys High and Girls High has changed to meet society's needs.
Materials	<u>Selection A*</u> - A description of the uniform course of study instituted in the city's high schools in 1901-1902. <u>Selection B*</u> - The course of study for high schools, used in Boys High and Girls High in 1901-1902. <u>Selection C</u> - Requirements for the High School Diploma in 1979. <u>Selection D</u> - Requirements for graduation from Boys and Girls High School in 1979.
Additional Resources	The 1878 Course of Study for Central Grammar (Plan 5, Part II)
Code References	Numbers indicate pages in History. Letters indicate Special Events.

* From The Fourth Annual Report of Schools for the Year Ending July 31, 1902. pp. 69-70.

COURSE OF STUDY

COURSE OF STUDY.—One of the most notable events in the high school history of the year was the adoption of a uniform course of study for all high schools, except manual training, commercial and technical high schools. This was a task of no little difficulty owing, first, to the very marked differences that have existed in the several boroughs, and, second, to the great difference of opinion that now prevails among educators as to the respective advantages of fixed courses and elective courses. Both of these difficulties have, I believe, been successfully met by the adoption of a course which provides twenty periods of required work the first year; fifteen periods the second year; eighteen periods the third year; and fifteen periods the fourth year. After this required work is accomplished, the student is allowed to select from a large number of electives, but in no case is he permitted to take more than twenty-one periods per week of work requiring preparation. These periods are in addition to the periods devoted to work that does not require preparation, such as drawing, physical training and vocal music. An analysis of the course of study shows that all high school students are required to pursue the following studies:

SUBJECTS REQUIRING PREPARATION

English	4 years
History	3 years
Mathematics	3 years
A foreign language.....	3 years
Biology	1 year
Physics	1 year
Another science.....	1 year

SUBJECTS NOT REQUIRING PREPARATION

Physical Training	4 years
Vocal Music	2 years
Drawing	2 years
Voice Training and Declamation.....	1 year

The only points at which the student is permitted to diverge from this course are in the third year, when he may substitute a third language for physics, and in the fourth year, when he may take a third language in place of a third science. Those who are responsible for this course of study are firm in the belief that every high school student should be required to study to some considerable extent each of the subjects mentioned above; that no

secondary school course is at all complete that omits English, history, mathematics, a foreign language or biology. They do not believe that any student should have the right at his own option to dispense during his secondary course with any of these subjects which are vital to sound intellectual training and to preparation for life. At the same time outside of these essential subjects there is a wide range of electives, including languages, sciences, advanced mathematics, domestic science (sewing, cooking, and household economy), advanced Latin, Greek, or English, history and commercial branches, such as stenography and typewriting, bookkeeping and economics. It may be added that while the course is nominally one of four years, it may be completed by a student who is able and willing to do extra work in three and one-half years, or it may be extended to six years by those who are unable to accomplish so large a body of work in four.

SELECTION BCOURSE OF STUDY FOR HIGH AND TRAINING SCHOOLS

The complete outline courses of study for the high schools and the training schools for teachers are printed below. These courses, however, must be considered merely as general outlines. They are supplemented by complete syllabuses giving in detail the content of each course and affording complete suggestive directions for the guidance of principals and teachers.

COURSE FOR ALL HIGH SCHOOLS EXCEPT MANUAL AND
COMMERCIAL HIGH SCHOOLS

This course is followed in the following-named schools:—

Borough of Manhattan:—DeWitt Clinton High School, Wadleigh High School and Girls' Technical High School.

Borough of The Bronx:—The Morris High School.

Borough of Brooklyn:—Boys' High School, Girls' High School, Eastern District High School and Erasmus Hall High School.

Borough of Queens:—Long Island City High School, Woodside High School, Newtown High School, Flushing High School, Far Rockaway High School, Jamaica High School and Richmond Hill High School.

Borough of Richmond:—Stapleton High School and Port Richmond High School.

FIRST YEAR

Required	Periods
English	5
Latin or German or French.....	5
Algebra	5
Biology, including Physiology, Botany and Zoology, in different parts of the year	5
	—
	20

SECOND YEAR

Required	Periods
English	3
Latin or German or French.....	5
Plane Geometry	4
Greek and Roman History.....	3
	15

Electives

Greek	5
German	5
French	5
Spanish	5
Chemistry	5

THIRD YEAR

Required	Periods
English	3
Latin or German or French.....	5
English History	2
Physics*	5
Geometry and Algebra (second course)†.....	3
	18

Electives

Greek	4
German	4
French	4
Spanish	4
Stenography and Typewriting.....	4
Bookkeeping	3
Economics	3

*A student preparing for college, who has already taken two foreign languages, may substitute a third foreign language for science specified.
 †At least one period a week in Physics shall be devoted to unprepared work
 †Bookkeeping may be substituted for Geometry and Algebra.

FOURTH YEAR

Required	Periods
English	3
A foreign language.....	4
Chemistry or Physiography or Biology*.....	4
English and American History and Civics.....	4
	15

Electives

Physics, as in third year.....	5
Greek	4
Latin	4
German	4
French	4
Spanish	4
Mathematics	4
Stenography and Typewriting.....	3
Economics	3
Domestic Science (sewing, cooking and household economy)	3
Commercial Law and Commercial Geography.....	3
Additional Latin or Greek or English.....	3
Medieval and Modern History.....	3

*A student preparing for college, who has already taken two foreign languages, may substitute a third foreign language for science specified

GENERAL PROVISIONS

1. A period shall not exceed fifty minutes.
2. Drawing and art study shall be required two periods per week and vocal music one period per week throughout the first two years. Drawing and art study shall be optional one period a week throughout the third and fourth years. Those who intend to enter a training school should take this course throughout the third and fourth years.
3. The equivalent of two periods per week shall be devoted to physical training throughout the course.
4. Drawing and art study, physical training and vocal music shall not be considered as subjects requiring preparation.
5. Of subjects requiring preparation, no student shall be required to take more than twenty-one periods per week.
6. No new class in an elective subject need be formed in the second year for less than 25 pupils; in the third year for less than 20 pupils; in the fourth year for less than 15 pupils.
7. Exercises in voice training and declamation shall be given at least once a week during the first year, and may be continued throughout the course.
8. In order to graduate from a high school a student must have studied at least one foreign language for at least three years, have accomplished satisfactorily all the other required work, and have taken a sufficient number of elective studies so that the total amount of required and elective studies shall equal 3,000 periods of work requiring preparation, and shall extend over not less than three years and not more than six years. Due credit shall be given by the principal of a high school for work done by a pupil in other high schools.
9. After July 31, 1902, a student's proficiency in each subject presented for graduation, shall be determined, in accordance with rules to be prescribed by the Board of Superintendents, by the examination conducted by the College Entrance Examination Board. A diploma of graduation shall be issued to each student who successfully passes this examination and who complies with the foregoing conditions. A certificate of having successfully completed the course of study for high schools shall be issued to each student who has complied with the foregoing conditions, but who does not take the above-mentioned examination.

SELECTION CREQUIREMENTS FOR THE HIGH SCHOOL DIPLOMA

<u>SUBJECT</u>	<u>REQUIRED NUMBER OF TERMS (CREDITS)</u>	<u>REQUIRED SUBJECTS TO BE INCLUDED IF ANY</u>
ENGLISH	8	
SOCIAL STUDIES	6	Amer. History - 2 terms Economics - 1 term
SCIENCE	4	
MATHEMATICS	4	
* FINE ARTS & PRACTICAL ARTS	4	Art - 1 term Music - 1 term Practical Arts - 1 term Any of the above - 1 term
HYGIENE	1	
** AREA OF CONCENTRATION (Language - other)	6	
ELECTIVES	<u>5</u>	
TOTAL CREDITS REQUIRED	38	

*Practical Arts include Shop, Home Economics, Typing and other business subjects.

**Area of Concentration - One subject area studied for 3 years.

ADDITIONAL REQUIREMENTS:

1. Minimum reading grade of 8.0.
2. 7 terms of Physical Education
3. A passing grade in Regents, City-Wide or School Examinations in all course sequences including N.Y.S. Basic Competency Tests .

REGENTS ENDORSEMENT is earned by passing Regents Examinations in English, Social Studies and the 3 year area of concentration.

(Students who graduate in June 1980 or before)

SELECTION DREQUIREMENTS FOR GRADUATION FROM BGHS - (9th & 10th - 9/77)

<u>SUBJECT</u>	<u>REQUIRED NUMBER OF TERMS (CREDITS)</u>	<u>REQUIRED SUBJECTS TO BE INCLUDED - IF ANY</u>
ENGLISH	8	
SOCIAL STUDIES	6	Amer. Hist. - 2 terms Economics - 1 term
SCIENCE	4	
MATHEMATICS	4	
*FINE ARTS & PRACTICAL ARTS	4	Art - 1 term Music - 1 term Practical Arts - 1 term
PHYSICAL EDUCATION	7	Any of the above - 1 term
HYGIENE	1	
**AREA OF CONCENTRATION (Language - Other)	6	
ELECTIVES	<u>5</u>	
TOTAL CREDITS REQUIRED	45	

*Practical Arts include Shop. Home Economics, Typing and other business subjects.

**Area of Concentration - One subject area studied for 3 years. (This in addition to requirements listed in the subject areas).

REGENTS ENDORSEMENT is earned by passing Regents Examinations in English, Social Studies and the 3 year area of concentration.

ADDITIONAL REQUIREMENTS:

- ***1. A reading score of 9 or above.
 - 2. A passing grade in Regents, City-Wide or School Examinations in all course sequences.
 - 3. Pass rating in the NYS Basic Competency Tests.
- *** It is anticipated that the present minimum reading score of 8.0 will be changed to 9.0.
Counselors and grade advisors should call this to the attention of their counselees.

Source: Information for Parents (Boys and Girls High School Booklet) Sept. '78-Jan. '79.

SUGGESTED ACTIVITIES

ALL SUBJECTS:

- Use the re-creation of a nineteenth century classroom to discuss the changing courses of study. This provides an appropriate atmosphere.

BUSINESS:

- Compare the 1902 course of study with the 1878 course and the 1979 course. Compare the business-related offerings of the 1902 course of study with today's course of study. Subjects such as commercial law and commercial geography were offered in addition to stenography, typewriting, and economics. Discuss the meaning of these terms and the counterparts which exist today.
- Compare the changing job market and business skills needed in 1902 and today.

ENGLISH

- Based on school experience, develop and write a definition of a course of study. Illustrate this definition with that of the present course of study at Boys and Girls High School; with the 1901/1902 course of study.
- Go to the periodical index, e.g., Guide to Periodical Literature, and locate articles describing a course of study in 1902 in a high school. Write a short description contrasting it with that of a student today.

FINE ARTS

- Construct a collage that represents all the elements of the course of study in 1902. Check illustrations and photographs in textbooks used during that period.
- Examine the general provisions for drawing classes in 1902.

FOREIGN LANGUAGES and ESL

- Compare the languages included in the 1901 / 1902 course of study with the ones included in today's course of study. Discuss why there has been a change in number of languages offered and the requirements.
- Write an essay in the language that you are studying discussing why it is important to study a foreign language.
- Debate, either formally or informally, the proposition that Latin should be included (or required) in today's course of study.
- In the 1878 course of study for Central Grammar School, foreign languages were not offered at all and the course of study was criticized for this. Discuss what has happened in the educational field and in society, in general, that mandated such a strong inclusion of languages in the 1901/02 course of study.
- In a roundtable discussion, design a course of study which includes foreign languages. Determine which languages should be included and

those that should not be. Be ready to defend why you believe which of these should or should not be included. Determine which languages should be required and which languages might be electives.

- Interview a graduate of Boys High or Girls High who had studied a classical language while in school. Report if he/she found it to be valuable or not and why. B

HOME ECONOMICS

- Determine the counterpart of domestic science in the present-day course of study. Compare the topics studied in domestic science (sewing, cooking, and household economy) with the topics covered in its present-day counterpart.
- Research when the title of the course changed to home economics and why? Start this project by interviewing a home economics teacher. Decide whether there is a better name for the course and give reasons for the selection.

- In 1878 (Plan #5, Part II), domestic science was not included in the course of study for the Central Grammar School. What occurred between 1878 and 1902 which warranted its inclusion in the later course of study? 16
25
26
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INDUSTRIAL ARTS

- Industrial Arts was not included in the 1878 course of study nor was it included in the 1902 course of study.

Discuss why it was not a part of this high school's curriculum. Discuss when and why it became an integral part of the secondary curriculum. 16
34
35
36

- Debate whether or not the course in Industrial Arts should be included in today's high school course of study. Historically, the field was often linked with the educational theory that school should educate the whole man and should link theory to practical skills. Debate if, in fact, this is accomplished in any subjects today. 42
M

MATHEMATICS

- Compute the total number of hours spent on required subjects for a one-week time period. 25
26
27
34
- Compare the time spent on required academic subjects with general and elective subjects.
- Based on the above information, prepare a paragraph comparing the number of hours spent in each academic subject per week, 1902/1979. T

MUSIC

- Music was included in the 1878 Central Grammar School course of study and also in the 1902 course of study. However, it was vocal music that was stressed. Discuss the importance of music in a course of study. Should instrumental music be included? To what special aspects of school life does music contribute? 16
25
27
33

- In 1902, music was not considered to be a course requiring preparation. Discuss the change in the scope and nature of music programs in high schools and why they are more comprehensive today.

PHYSICAL EDUCATION / HEALTH

- In the 1880s, Superintendent Maxwell stressed that a school without a gymnasium was an anachronism. Moreover, by 1902 physical training was required for the equivalent of two fifty-minute periods per week. Despite this interest in physical education, it was not considered to be a subject requiring preparation. Discuss and debate whether it should indeed require preparation similar to other subjects in the course of study. 19 26 27 28 29 30 33 35 39 40 41 M
- Compare the requirements of physical training (100 minutes per week for four years in 1901) to today's requirements. Discuss.
- Boys High School has always had an excellent reputation in athletics. Debate the role which sports should assume in high school. M

SCIENCE

- Examine today's general science course and compare it with the basic science requirements in 1901/1902. Prepare a list of some essential changes that have occurred over the years; e.g., areas of concentration, equipment, textbooks, etc. 19 25 27 34 37 W
- Compare the 1902 course with the 1878 course of study. 16

SOCIAL STUDIES

- Compare the course of study in 1901/1902 with the present course of study to find out how different course requirements and offerings reflect different social needs. 25 26 34 V T
- Discuss the kinds of jobs these courses might prepare students for, then and now.
- Examine census information (available in public libraries) to determine what types of jobs the community engaged in at the turn-of-the-century and now.
- Compare the 1901/02 course of study with the 1878 course of study. (See activity plan #5, Part II)
- For enrichment research school records and Superintendent's reports for evidence of course of study changes for each decade from 1878 to 1978.

PART III OUR SCHOOL: 1892-1979

Questions

What were the students' perceptions of and feelings about their school? In what ways did they express these attitudes and perceptions?

Understandings

- Humor has always been a valuable avenue for students to express their attitudes about school.
- The variety of avenues available for school humor are limitless, as are the targets of such humor.
- Humorous expressions about school life often yield valuable information, not only about the students, but also about school life in general.

Materials

- Selection A - A school cheer used at sporting events in the first decade of the twentieth century. Source: Boys High, The High School Recorder, vol. XXIII, #1, October, 1912, 1:24.
- Selection B - A cartoon titled "A High School Education Trains Us for Many Useful Professions" which appeared in The High School Recorder (Boys High), vol. XXIII, February, 1913, 5:22.
- Selection C - A cartoon depicting various subject matter which appeared in The High School Recorder (Boys High) vol. XXIII, December, 1912, 3:16.
- Selection D - A sarcastic listing of the 1910 "Blue Laws of Arista" which appeared in the G.H.S. Triennial, 1910, p. 152.
- Selection E - A sarcastic look at "Regents' Examination Questions" in 1910. Source: The G.H.S. Triennial, p. 144.

Code
References

Numbers indicate pages in History.
Letters indicate Special Events.

SELECTION A

Was-kee-wow-wow!
 Wis-kee-wée-wée!
 Hoolimuckei!
 Brooklynei! High School! Wow!

(*Slowly.*)

Rah! Rah! Rah!
 Sis-boom-bah!
 Flipzoo-Razoo!
 Jimmie, blow your bazoo!

(*Faster.*)

In-sid-i-ki!
 That's what we cry.

(*Very fast.*)

Right through we break,
 Touchdowns we make,
 We take the cake.
 B. H. S.

B for Brooklyn.
 H. for High
 S for the School for which we cry—
 Brooklyn High School and success—
 Hurrah! for the sons of B. H. S.

Boom-chick-a-boom,
 Boom-chick-a-boom,
 Boom-chick-a-ricker,
 Chick-a-ricker,
 Chick-a-boom.
 Boom, get a rat trap
 Bigger than a cat trap;
 Boom-boom-boom—
 Cannibal-Cannibal.
 Sis-boom-bah,
 Brooklyn High School,
 Rah! Rah! Rah!

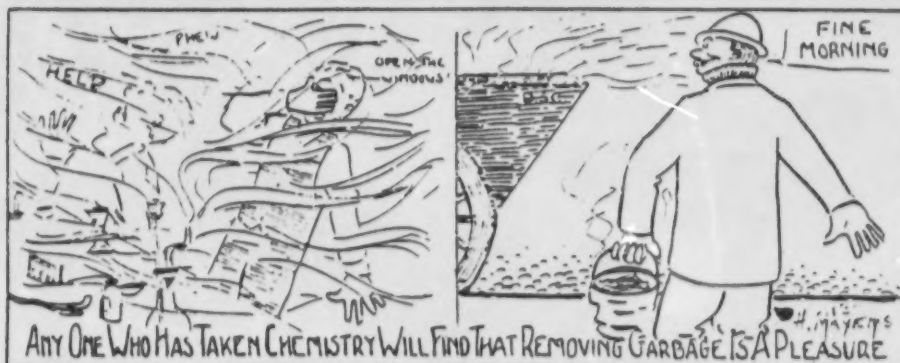
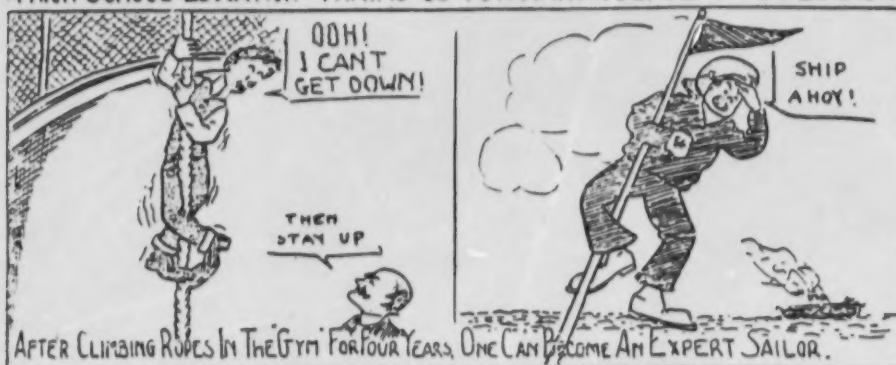
Hokey pokey-flipperty flop!
 B. H. S. is on the top.
 Are we in it?
 I should smile!
 We've been in it all the while.
 Well! Well! Well!

Success! Success!
 To B. H. S.
 Are we in it?
 Well, I guess!

When we play, we play,
 And when we yell, we yell,
 And when we play—we beat them all to
 Hully Kemm, Kenic, Kenac;
 Hully Kemm, Kenic, Kenac;
 Skinnermerick-Skinmerack,
 Boom-bah!
 Flipperty flop, we're on top,
 High School.

Um-Yack-Yack,
 Red and Black,
 Brooklyn High School,
 Um-Yack-Yack.

A HIGH SCHOOL EDUCATION TRAINS US FOR MANY USEFUL PROFESSIONS



Source: Boys High, The High School Recorder, Vol. XXIII, February, 1913, 5:22.



Source: Boys High, The High School Recorder, Vol. XXIII, December, 1912, 3:16.

Blue Law of the Arista

1. No member shall smile, dance or partake in amusement of any kind.
2. No girl may be proposed for membership who is either pretty, stylish or popular.
3. A severe penalty will be inflicted on any member who whispers during school hours.
4. All members shall study diligently every instant of the school sessions.
5. No sorority girl shall be recognized by any member.
6. No member shall consume her time in unseemly joking.
7. Boys' chapters may be invited to afternoon tea (soft drinks strictly prohibited) only under the following conditions:
 - (a) That the boys shall be entertained in the library by twenty of the most ancient teachers (no teacher under sixty need apply for membership in entertainment committee).
 - (b) That the girls shall remain in the auditorium under the supervision of twenty unpopular teachers (men teachers strictly excluded).
 - (c) That every boy shall bring some book to study during the visit.
 - (d) That the girls shall be escorted home a half hour before the boys, by the teachers.
 - (e) That only the ugliest boys shall stop for tea during an intermission of ten minutes.
8. Any member forfeits her membership pin if she gets an average below ninety per cent.
9. No member may be married before teaching twenty years (strictest law).
10. No member may wear rats, puffs, or any other artificial aid to the costume.

NOTE:—In case any one violates any of the above laws there will be inflicted a severe penalty of one day's enforced absence from school. All members are compelled to sign these laws.

M. S.

Regents' Examination Questions

Typical Regents' Questions, with Answers, Which May Point a Moral or Adorn a Tale

Physics.

1. State a case where gravity is in greater evidence than any other force of nature.

Ans.: When a class of girls, whose teacher has not arrived at 1:05 P.M., observes the principal in the doorway.

2. Give an example of the rule of inertia.

Ans.: A girl in a back seat continues in a state of mental rest until induced to change that state by a sudden question; three girls, arm in arm, continue in a state of uniform motion along the corridor until impelled to change that state by an outside force, such as, "One moment, please. Give me your names."

3. Can useful energy ever be converted so as to be lost forever? When?

Ans.: Yes; when energy needed to conquer a Physics lesson is expended in talking the whole of a study period.

Biology.

1. State one specie of animal having protective coloring; how protective?

Ans.: Girls who can blush to order; is protective in that men teachers, moved thereby, are especially lenient to such girls.

English.

1. What is the difference between *righteous anger* and bad temper?

Chemistry.

1. Under what circumstances is a retort liable to become heated?

Ans.: When a sarcastic teacher inquires of an exasperated girl what system of study has produced such admirable results.

2. Explain clearly the proper way to study a crystal; for example a diamond.

Ans.: When it is in an engagement ring on your finger.

Physiography.

1. Define the term "bluff"; of what is it the result?

Ans.: A "bluff" is cheerfully coming to class entirely unprepared, and then questioning the teacher, eliciting such a remark as, "That was a good point to bring up," instead of a zero. It is the direct result of going to a party the night before.

Ans.: Righteous anger is the feeling aroused in teachers when things do not run smoothly; bad temper is that experienced by girls under similar circumstances.

2. What is the difference between the terms, "hard luck" and "nemeses" or "retribution?"

Ans.: "Hard luck" is a girl's opinion of the reason that she has flunked midterms; "nemeses" is the teacher's belief of the reason of the same.

SUGGESTED ACTIVITIES

ALL SUBJECTS:

Humor in schools permeates all subject areas and also provides a medium for social commentary by students and faculty. Enjoy the following attachments and activities:

- Read aloud the cheer that was so popular in the first decade of the twentieth century at Boys High, (Selection A). Discuss the "meaning" of such a nonsense cheer designed to generate enthusiasm among the fans at sporting events. 35 K
- Revive the cheer. Volunteer to memorize it and say the entire cheer in front of your class. 35 K
- Research in the Boys High Recorder, published monthly, and housed in the school library, the school athletic records. A 33 39 40 41
- The school cheerleaders or pep club should memorize the 1912 cheer and lead the fans in it at all sporting events. It could be billed as the "Tribute to the Past" cheer and should provide a lot of fun for the fans. 35 K
- As a class project, write an updated nonsense cheer for Boys and Girls High! Call it the centennial cheer and use it at sporting events. Make flyers and posters containing the cheer and circulate these so all students can become familiar with it. 35 K C
- Make a large poster or display for Selection A to be placed in a hallway or in the cafeteria. Be sure to label it with the date and encourage students to memorize it. 35 K C T
- Read Selections B and C.
- Discuss whether or not the examples of early twentieth century humor are still funny. Determine whether or not students' perceptions of school life as demonstrated in the cartoons are similar to those of today's students. 18 26 31 32 35 36
- Write and draw a cartoon series on the theme "A High School Education Trains Us for Many Useful Professions" using the same general format as Selection A but updating it. Exhibit. 27 28 30 32 38 41 T
- Write a cartoon series similar to Selection C with an updated approach. Exhibit. 41
- Research in the Boys High Recorder (in the school library) other evidence of old-time humor. Each issue had a section called "Exchanges" which reveals more of the students' humor. A
- For a subject area you are studying, design cartoon series commenting upon an aspect of either content or method.
- Design a social commentary cartoon series about life at Boys and Girls High School.

Read Selections D and E (1910
Girls High School Triennial)

- Discuss the traditions, educational customs which have survived the many years; e.g., ARISTA, Regents exams, sporting events.
- Analyze the humor in Selection D. Determine what it really says about life in the school in 1910.
- Write an updated version of Selection D using a similar format to comment upon a society, tradition, organization at Boys and Girls High today. Exhibit this. T
V
- Analyze Selection E. What does it say about the Regents exams in 1910? Could the same be said about the exams today? Why?
- Design a satiric look at the modern practice of Regents Examinations and/or examinations in general. Exhibit.
- Write a humorous sequence in which you look at life at Boys and Girls High.
- Design a skit which humorously depicts an aspect of school life. Videotape.
- Write a play or design a talk-show format in which a humorous look at school life is revealed. Perform for other classes and videotape. Recreate a show with players from the school's past. Also do this on a modern theme. T
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- Produce a paper in which one edition is entirely based on humorous looks at school life, yesterday and today. T
- Discuss the unique power of humor in social commentary.

Plan #8
School Life

PART III OUR SCHOOL, 1892-1979

- Question** How many students attended Boys High School and Girls High School in the various decades?
- Understanding** • Statistical information can be useful in describing certain characteristics of a school population; however, it cannot give a total picture of the school and its students.
- Materials** Selection A - A vertical bar graph showing the "Average Daily Register and Average Daily Attendance for the last twenty school years (1911-1931)." This applied to the entire citywide system. Source: The Superintendent's Report, vol. 34, 1931/32, p. 495.
- Selection B - "The Average Attendance by Grades" for the year 1892.*
- Selection C - The School Register Summaries, 1892,*
- Selection D - The Average Monthly Register, 1911-12.*
- Selection E - The Average Daily Register, 1924-25.*
- Selection F - The Average Daily Register, 1931-32.*
- Selection G - The Register and Attendance, 1941-42.*
- Additional Resources** All the Superintendent's Reports
 The Directory of High Schools of the City of New York, available free from the Office of High Schools, 110 Livingston Street, Brooklyn, N.Y. 11201
- Code** Numbers indicate pages in History.
References Letters indicate Special Events.

*Sources for these selections are all the Superintendent's Reports for the corresponding years.

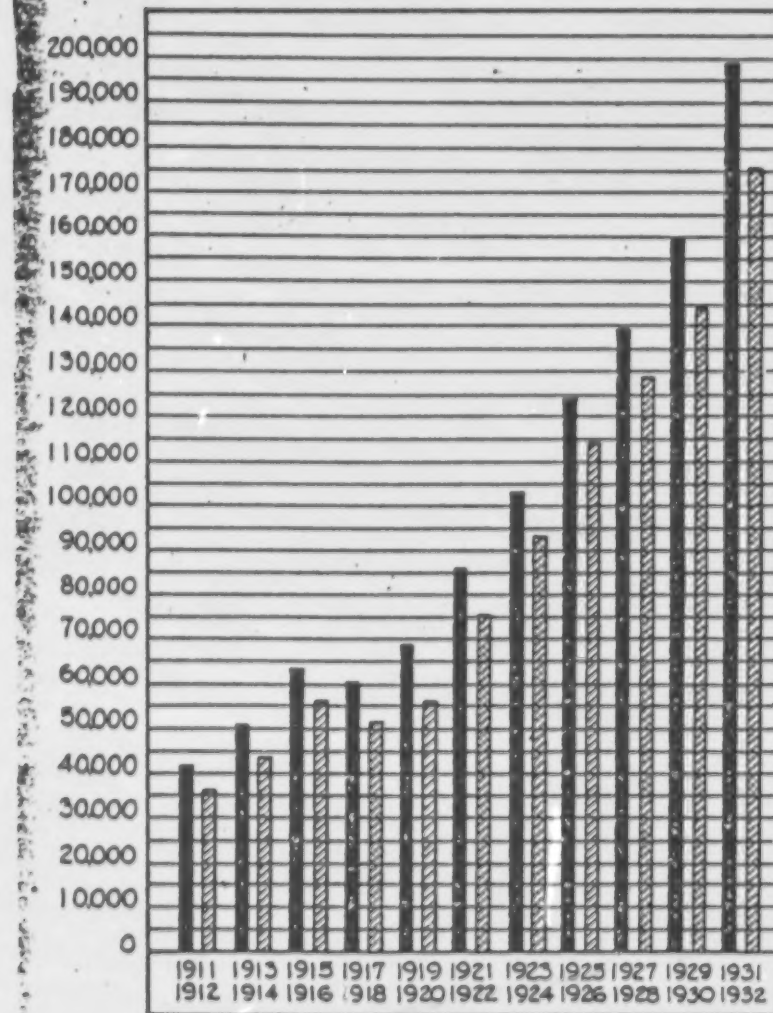


FIGURE 27
DAY HIGH SCHOOLS
AVERAGE DAILY REGISTER AND AVERAGE DAILY ATTENDANCE
FOR THE LAST TWENTY SCHOOL YEARS, BY ALTERNATE YEARS.
REGISTER  ATTENDANCE 

Source: The Superintendent's Report, vol. 34, 1931/32, p.495.

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THE AVERAGE ATTENDANCE BY GRADES.

The average attendance is shown by grades in the following table:

GRADES.		Average Attendance for the Year 1891.	Decrease during the Year 1892.	Increase during the Year 1892.	Average Attendance for the Year 1892.
Training School (Theory).....		64	.....	23	87
Boys' High School		401	.....	66	527
Girls' High School		1,211	.....	73	1,284
Totals.....		1,672	.....	130	1,811
Grammar Grades.	First.....	1,218	.....	20	1,239
	Second.....	1,510	.....	85	1,595
	Third.....	1,721	.....	140	1,867
	Fourth.....	2,312	.....	60	2,372
	Fifth.....	2,803	.....	70	2,908
	Sixth.....	3,000	.....	267	3,867
	Seventh.....	4,190	.....	318	4,517
	Eighth.....	5,103	.....	320	5,432
	Totals.....	22,556	.....	1,205	23,851
Primary Grades.	First.....	5,001	.....	345	5,946
	Second.....	5,034	.....	598	6,532
	Third.....	6,808	.....	551	7,240
	Fourth.....	7,450	.....	502	7,961
	Fifth.....	7,929	.....	310	8,148
	Sixth.....	8,460	.....	245	8,705
	Seventh.....	11,500	.....	362	11,762
	Totals.....	53,001	.....	2,722	56,323
All the Schools		77,820		4,156	81,985

Source: The Superintendent's Report, 1892.

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GRADES.		Register Dec. 31, 1892.	Decrease during the Year.	Increase during the Year.	Per cent. of whole No. in Each Grade.
Training School (Theory).....		102	.....	30	.....
Boys' High School.....		561	.....	110	.58
Girls' High School.....		1,447	.....	148	1.51
Totals.....		2,008	.....	258	2.00
Grammar Grades.	First.....	1,288	.....	12	1.34
	Second.....	1,728	.....	100	1.80
	Third.....	2,018	.....	173	2.10
	Fourth.....	2,507	.....	53	2.71
	Fifth.....	3,341	.....	251	3.48
	Sixth.....	4,276	.....	349	4.45
	Seventh.....	5,129	.....	425	5.34
	Eighth.....	6,254	.....	522	6.50
Totals.....		28,620	.....	1,984	37.71
Primary Grades.	First.....	6,824	.....	537	7.10
	Second.....	7,517	.....	740	7.83
	Third.....	8,408	.....	736	8.75
	Fourth.....	9,087	.....	516	9.41
	Fifth.....	9,400	.....	136	9.79
	Sixth.....	10,110	.....	214	10.58
	Seventh.....	16,121	.....	183	16.78
Totals.....		87,417	.....	3,052	70.19
All the Schools.....		96,054	.....	5,104	100.00

Source: The Superintendent's Report, 1892.

TABLE LVIII

School	Average Monthly Register		Per cent of Increase
	1910-11	1911-12	
De Witt Clinton.....	2,929	3,429	17.1
Wadleigh.....	2,787	2,957	6.1
Washington Irving.....	3,600	4,343	20.6
High School of Commerce.....	1,843	2,240	21.5
Stuyvesant.....	2,047	2,279	11.3
Morris.....	3,247	3,584	10.4
Girls.....	3,056	2,705	11.5†
Boys.....	1,790	1,846	3.1
Manual Training.....	3,025	3,203	5.9
Erasmus Hall.....	3,094	3,021	2.4†
Commercial.....	2,340	2,470	5.6
Eastern District.....	2,800	2,746	1.9†
Bushwick.....	619	1,426	130.4
*Bay Ridge.....	.....	360	.....
Bryant.....	962	1,018	5.8
Newtown.....	718	874	21.7
Flushing.....	569	557	2.1†
Far Rockaway.....	237	256	8.0
Jamaica.....	953	913	4.2†
Richmond Hill.....	774	774	.....
Curtis.....	812	933	14.9
All High Schools.....	38,202	41,934	9.8

* Organized February 1, 1912; average register based on five months, 641.
† Decrease.

Source: The Superintendent's Report, 1911-12.

TABLE LXXIX—DAY HIGH SCHOOLS—AVERAGE DAILY REGISTER AND AVERAGE
DAILY ATTENDANCE BY SCHOOLS, 1924-1925

School	Average Daily Register			Average Daily Attendance			Per Cent. of Attendance		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
DeWitt Clinton	7,733	..	7,733	7,079	..	7,079	91.5	..	91.5
George Washington	1,567	1,732	3,449	1,517	1,626	3,143	91.0	91.2	91.1
Harlem	166	471	637	148	418	566	89.3	88.8	89.1
High School of Commerce ..	2,772	..	2,772	2,561	..	2,561	92.4	..	92.4
Julia Richman	..	4,282	4,282	..	3,836	3,836	..	89.6	89.6
Seward Park	1,739	1,181	2,970	1,645	1,081	2,726	92.0	91.0	91.5
Stuyvesant	5,014	..	5,014	4,483	..	4,483	89.4	..	89.4
Wadleigh	..	4,248	4,248	..	3,898	3,898	..	91.8	91.8
Washington Irving	..	4,766	4,766	..	4,413	4,413	..	92.6	92.6
Textile	1,422	817	2,239	1,297	731	2,028	91.3	88.5	90.6
Evander Childs	2,586	2,933	5,523	2,502	2,734	5,236	93.1	93.1	93.1
Morris	2,345	2,153	4,498	2,098	1,932	4,030	89.6	89.7	89.7
Theodore Roosevelt	297	1,285	1,580	273	1,173	1,446	91.9	91.4	91.5
Walton	..	1,431	1,431	..	1,283	1,283	..	89.7	89.7
Alexander Hamilton ..	2,875	..	2,875	2,601	..	2,601	90.5	..	90.5
Bay Ridge	..	2,807	2,807	..	2,497	2,497	..	89.0	89.0
Brooklyn	4,731	..	4,731	4,316	..	4,316	91.3	..	91.3
Brooklyn Technical	2,219	..	2,219	2,055	..	2,055	92.6	..	92.6
Bushwick	1,764	1,914	3,678	1,611	1,711	3,322	91.3	89.4	90.3
Eastern District	1,310	1,732	3,042	1,184	1,544	2,728	89.1	88.1	88.1
Erasmus Hall	2,798	3,523	6,320	2,433	3,185	5,720	90.6	90.4	90.5
Franklin K. Lane	688	846	1,534	625	755	1,380	90.8	89.3	90.0
Girls'	..	2,725	2,725	..	2,507	2,507	..	92.0	92.0
Girls' Commercial	..	2,024	2,024	..	1,822	1,822	..	90.0	90.0
Manual Training	2,029	1,364	3,393	2,700	1,698	4,448	91.1	91.4	91.3
New Utrecht	1,749	950	2,699	2,544	882	3,426	92.6	92.8	92.7
Thomas Jefferson	2,472	1,913	4,385	2,202	1,707	3,910	89.1	89.2	89.2
Bryant	1,904	1,056	2,960	1,666	919	2,585	86.5	87.0	86.7
Far Rockaway	489	494	983	429	432	861	91.5	91.3	91.5
Flushing	984	981	1,965	924	906	1,830	92.9	92.3	92.1
Jamaica	1,145	1,390	2,535	1,091	1,194	2,285	95.6	92.6	94.1
Newtown	1,464	1,394	2,858	1,373	1,304	2,678	93.7	94.5	94.0
Richmond Hill	1,477	1,791	3,278	1,362	1,545	2,907	92.2	90.8	91.5
Curtis	1,070	1,094	2,164	970	986	1,956	90.7	90.1	90.4
Tottenville	140	217	357	121	205	326	88.6	94.5	94.1

Source: The Superintendent's Report, 1924-25.

TABLE 117—DAY HIGH SCHOOLS—AVERAGE DAILY REGISTER AND AVERAGE DAILY ATTENDANCE BY SCHOOLS—1931-1932

School	Average Daily Register			Average Daily Attendance			Per Cent. of Attendance		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
George Washington.....	2,559	2,970	5,529	2,290	2,843	4,933	89.3	89.0	89.2
Harvey.....	3,086	2,237	5,322	2,673	1,944	4,617	86.6	86.9	86.8
H. S. of Commerce.....	3,623	.....	3,623	3,195	.....	3,195	88.2	.....	88.2
Julia Richman.....	.....	6,133	6,133	.....	5,331	5,331	.....	90.2	90.2
Seward Park.....	2,584	1,842	4,406	2,288	1,841	3,909	88.5	89.1	88.7
Senyvenant.....	4,968	.....	4,968	4,407	.....	4,407	88.7	.....	88.7
Texile.....	2,908	1,974	4,876	2,531	1,701	4,232	86.9	86.2	86.6
Wadleigh.....	.....	2,162	2,162	.....	1,843	1,843	.....	85.3	85.2
Washington Irving.....	.....	3,572	3,572	.....	3,073	3,073	.....	91.0	91.0
DeWitt Clinton.....	9,967	.....	9,967	8,700	.....	8,700	87.3	.....	87.3
Evander Childs.....	2,639	3,389	6,028	2,348	3,022	5,366	86.9	86.2	86.1
James Monroe.....	4,784	3,542	8,306	4,299	3,175	7,474	90.2	89.6	90.0
Morris.....	2,550	2,038	4,588	2,221	1,772	3,993	87.1	86.9	87.0
Theodore Roosevelt.....	2,429	3,399	7,799	2,049	4,808	6,854	84.2	85.8	85.3
Walton.....	.....	4,061	4,061	.....	3,664	3,664	.....	90.4	90.4
Abraham Lincoln.....	3,285	3,033	6,288	2,901	2,613	5,414	86.1	86.2	86.1
Alexander Hamilton.....	3,533	.....	3,533	3,137	.....	3,137	88.8	.....	88.8
Bay Ridge.....	.....	2,580	2,580	.....	2,329	2,329	.....	90.3	90.3
Boys'.....	4,011	.....	4,011	3,573	.....	3,573	89.1	.....	89.1
Brooklyn Technical.....	4,840	.....	4,840	4,339	.....	4,339	89.6	.....	89.6
Bushwick.....	1,946	1,139	3,085	1,696	1,025	2,721	87.2	90.0	88.2
Eastern District.....	1,038	1,868	2,906	918	1,645	2,563	88.4	88.1	88.2
Erasmus Hall.....	3,416	2,813	6,229	3,023	2,471	5,494	88.5	87.8	88.2
Franklin K. Lane.....	1,308	1,441	2,747	1,119	1,225	2,344	86.7	85.0	85.3
Girls'.....	.....	2,289	2,289	.....	2,058	2,058	.....	90.2	90.2
Girls' Commercial.....	.....	6,149	6,149	.....	5,299	5,299	.....	86.0	86.0
James Madison.....	2,797	2,639	5,436	2,460	2,295	4,755	88.0	87.0	87.5
Manual Training.....	3,451	1,268	4,719	3,200	1,179	4,379	92.7	92.8	92.7
New Utrecht.....	4,378	3,324	7,900	4,001	3,160	7,161	91.4	89.7	90.6
Samuel J. Tilden.....	2,909	3,130	6,039	2,501	2,672	5,173	86.0	85.4	85.7
Thomas Jefferson.....	2,945	2,915	5,860	2,565	2,534	5,099	87.1	86.9	87.0
Bryant.....	2,288	1,830	4,116	2,178	1,737	3,915	95.3	94.9	95.1
Far Rockaway.....	1,016	1,072	2,088	915	961	1,876	90.1	89.6	89.8
Flushing.....	1,664	1,769	3,433	1,536	1,624	3,160	92.3	91.8	92.0
Grover Cleveland.....	1,589	1,558	3,147	1,441	1,420	2,861	90.7	91.1	90.9
Jamaica.....	2,936	3,147	6,083	2,581	2,740	5,321	87.9	87.1	87.5
John Adams.....	2,831	2,827	5,658	2,356	2,337	4,693	89.5	89.0	89.3
Newtown.....	3,977	2,660	6,267	3,455	2,540	5,995	95.8	95.3	95.7
Richmond Hill.....	2,124	2,324	4,448	1,921	2,083	4,003	90.4	89.6	90.0
Cufts.....	1,591	1,622	3,213	1,423	1,433	2,856	89.4	88.3	88.9
Port Richmond.....	863	858	1,720	800	790	1,590	92.8	92.1	92.4
Tottenville.....	449	450	899	412	409	821	91.8	90.9	91.3

Source: The Superintendent's Report, 1931-32.

REGISTER AND ATTENDANCE

TABLE 146—DAY HIGH SCHOOLS—AVERAGE DAILY REGISTER AND AVERAGE DAILY ATTENDANCE BY SCHOOLS—SCHOOL YEAR 1941-1942

School	Average Daily Register			Average Daily Attendance			Per Cent. of Attendance		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Benjamin Franklin	1,734		1,734	1,447		1,447	82.90		82.90
George Washington	1,781	3,088	4,869	1,526	2,659	4,185	85.68	86.11	85.95
Haaren	6,966	1,104	8,070	4,046	851	4,897	81.47	77.08	80.68
H. S. of Commerce	2,614		2,614	2,195		2,195	83.97		83.97
H. S. of Music and Art	725	981	1,706	629	840	1,469	86.76	83.63	86.11
Julia Richman		5,966	5,966		5,241	5,241		87.85	87.85
Seward Park	2,042	1,970	4,012	1,739	1,688	3,427	85.16	85.69	85.42
Stuyvesant	3,883		3,883	3,410		3,410	87.82		87.82
Straubensmiller Textile	3,433	2,791	6,224	2,858	2,296	5,154	83.25	82.26	82.81
Wadleigh		2,396	2,396		1,976	1,976		82.47	82.47
Washington Irving		6,387	6,387		5,507	5,507		86.22	86.22
Bronx H. S. of Science	2,058		2,058	1,801		1,801	87.51		87.51
Christopher Columbus	2,210	2,618	4,828	1,873	2,313	4,086	84.75	84.61	84.67
De Witt Clinton	5,589		5,589	4,823		4,823	86.29		86.29
Evander Childs	2,039	3,225	5,264	1,789	2,860	4,649	87.74	88.06	87.94
James Monroe	3,014	3,626	6,640	2,616	3,125	5,741	86.79	86.18	86.46
Morris	2,062	2,450	4,512	1,754	2,084	3,838	85.06	85.06	85.06
Theodore Roosevelt	1,344	2,222	3,566	1,252	1,847	3,099	81.09	83.12	82.29
Walton		6,039	6,039		5,451	5,451		90.26	90.26
William Howard Taft	2,025	2,778	4,803	1,709	2,353	4,064	84.40	84.77	84.61
Abraham Lincoln	2,170	2,598	4,768	1,823	2,177	4,000	84.01	83.80	83.99
Alexander Hamilton	1,592		1,592	1,269		1,269	79.71		79.71
Bay Ridge		3,304	3,304		2,941	2,941		89.01	89.01
Boys	4,371		4,371	3,777		3,777	86.41		86.41
Brooklyn Technical	6,288		6,288	5,665		5,665	90.09		90.09
Bushwick	1,006	1,761	2,767	884	1,554	2,438	87.87	88.25	88.11
Eastern District	1,025	2,097	3,122	867	1,800	2,667	86.59	85.84	85.43
Erasmus Hall	2,687	2,839	5,526	2,306	2,414	4,720	85.82	85.03	85.41
Franklin K. Lane	1,714	2,544	4,258	1,445	2,175	3,620	84.31	85.50	85.02
Fort Hamilton	1,341	1,488	2,829	1,145	1,298	2,443	85.38	87.23	86.36
Girls		3,344	3,344		2,922	2,922		87.38	87.38
Girls' Commercial		5,337	5,337		4,627	4,627		86.70	86.70
James Madison	2,426	2,644	5,070	2,102	2,297	4,399	86.64	86.88	86.77
Lafayette	2,262	2,665	4,927	1,932	2,259	4,191	85.41	84.77	85.09
Manual Training	2,368	1,908	4,276	2,228	1,673	3,901	86.76	87.68	87.15
Midwood	1,664	1,944	3,608	1,426	1,666	3,092	85.70	85.70	85.70
New Utrecht	2,450	2,567	5,017	2,088	2,205	4,293	85.22	85.90	85.57
Samuel J. Tilden	2,409	3,658	6,067	2,074	3,142	5,216	86.09	85.89	85.97
Thomas Jefferson	2,280	3,471	5,751	1,912	2,898	4,810	83.86	83.49	83.64
Andrew Jackson	2,316	2,856	5,172	1,971	2,441	4,412	85.10	85.77	85.31
Bayside	1,674	1,900	3,574	1,510	1,705	3,215	90.20	89.74	89.96
Far Rockaway	1,057	1,089	2,146	901	935	1,836	85.24	85.86	85.55
Flushing	1,085	1,339	2,424	979	1,199	2,178	90.23	89.54	89.85
Forest Hills	1,098	1,512	2,610	959	1,308	2,267	87.34	86.51	86.86
Grover Cleveland	1,805	2,492	4,297	1,624	2,256	3,880	89.97	90.33	90.30
Jamaica	2,272	2,842	5,114	2,004	2,487	4,491	88.20	87.51	87.82
John Adams	2,123	2,771	4,894	1,808	2,410	4,218	85.16	86.97	86.19
Long Island City	1,131	1,106	2,237	1,036	1,018	2,054	91.60	92.04	91.82
Newtown	3,440	2,741	6,181	3,099	2,446	5,545	90.09	89.24	89.71
Richmond Hill	1,617	2,273	3,890	1,511	2,116	3,627	93.44	93.09	93.24
William C. Bryant	1,485	2,322	3,807	1,334	2,083	3,417	89.83	89.71	89.76
Curtis	1,098	1,266	2,364	950	1,096	2,046	86.52	86.57	86.55
New Dorp	680	801	1,481	599	694	1,293	88.09	86.64	87.31
Port Richmond	780	1,088	1,868	709	996	1,705	90.90	91.54	91.27
Tottenville	650	543	1,193	591	498	1,090	90.92	91.90	91.37

Source: The Superintendent's Report, 1941-42.

SUGGESTED ACTIVITIES

ENGLISH / SOCIAL STUDIES

- Discuss what factors influence the registers of school. List all possible factors.
- Discuss what factors influence the attendance rate of schools. Historically, what socio-economic and political factors influenced attendance? Study Selection A.
- Individually, write an essay on today's school absenteeism problem and the causes for it. Then, suggest how this situation might be improved. Present your ideas and analysis to classmates and discuss these in a round-table format. Submit a position paper on this problem.
- Debate: High school attendance should be compulsory.
- Research the development of compulsory attendance laws in the city. Analyze their methods of enforcement.
- Research the reasons that compulsory attendance laws exist. Role play a conversation between a truant officer and a truant in 1892 and in 1979. Videotape and analyze.

Read Selections B through G.

- Discuss the growth in the number of high schools listed
- Study the names of the high schools. What percentage is named after famous people? Are any of them women? Discuss why schools have the names they do. Who determines the name of a school

and what does the name represent or symbolize? Suggest appropriate names for new schools. T

- Study the names of the high schools listed in Selections D, E, F, and G. Write an essay about why Boys and Girls High School has the name that it does. Stress the historical significance. T
- Research the people for whom Brooklyn high schools are named. T
- Update the list of the names of Brooklyn high schools. T

FINE ARTS

- Study the names of Brooklyn high schools given in Selections D through G. Update the list. Do portrait sketches of the people for whom the schools are named. Exhibit. T

MATHEMATICS

Read Selection A.

- Discuss the difference between the "average daily register" and the "average daily attendance." T
- In what two years does it appear that absenteeism was at its greatest? Define what you mean by the term "greatest" and analyze other possible meanings of the term. T
- In what two years was absenteeism at its least significant level? Again, explore possible definitions of these terms. T
- In the period 1911-32, did the register continue to increase? If not, specify in what years

the register did not increase? Discuss what socio-economic and political factors might have contributed to this decrease, (e.g., World War I).

- Has attendance increased proportionately with the register? Explain.
- Research in the Superintendent's Annual Reports to determine the data which would extend this bar graph to the present. (Reports are available in the Public Library.)
- Individually list what other questions can be asked of and answered by Selection A. Be prepared to support your suggestions. Ask fellow classmates to answer the questions that you pose. Discuss where you would go to find answers to other questions.

Read Selections B and C.

- What was the percent of increase in the average attendance for Boys High, and for Girls High, between the years 1891 and 1892? T
- What was the difference in the enrollments of Boys High and Girls High in 1892 based upon their registers? T
- What percent of the total number of students in all of the Brooklyn Schools in 1892 attended Boys High? Attended Girls High? T
- What was the percent of increase in the average attendance in all of the Brooklyn schools in the year 1892? T

Read Selection D.

- Discuss the term "average monthly register."
- Determine whether Boys and Girls High Schools saw increases in their average monthly register in 1910-12? T
- How many more students were on the average monthly register at Girls High than at Boys High in 1910-11? in 1911-12? T
- Which school experienced the greatest increase in average monthly register for the two years given? Which experienced the largest decrease?

Read Selections E, F, and G.

- Using a bar-graph with a time-axis, show the growth of the average daily register and the average daily attendance for Girls High and for Boys High. Exhibit all of your calculations and graph constructions in a Centennial corner of your classroom. T
- Gather data for each decade from 1878 to 1979 and construct graphs to show the growth patterns of the school in the last one hundred years. (See annual Superintendent's Reports available in the public libraries of the city.) T

Plan #9
School Life

PART III OUR SCHOOL, 1892-1979

Questions

What did Boys High and Girls High look like?
What were the interior designs of the schools?

Understandings

- School architecture has a unique history. It reflects not only the popular styles of the times but also the educational theories which are currently in vogue.
- Our educational environment affects our outlook toward school and our performance within the institution.

Materials

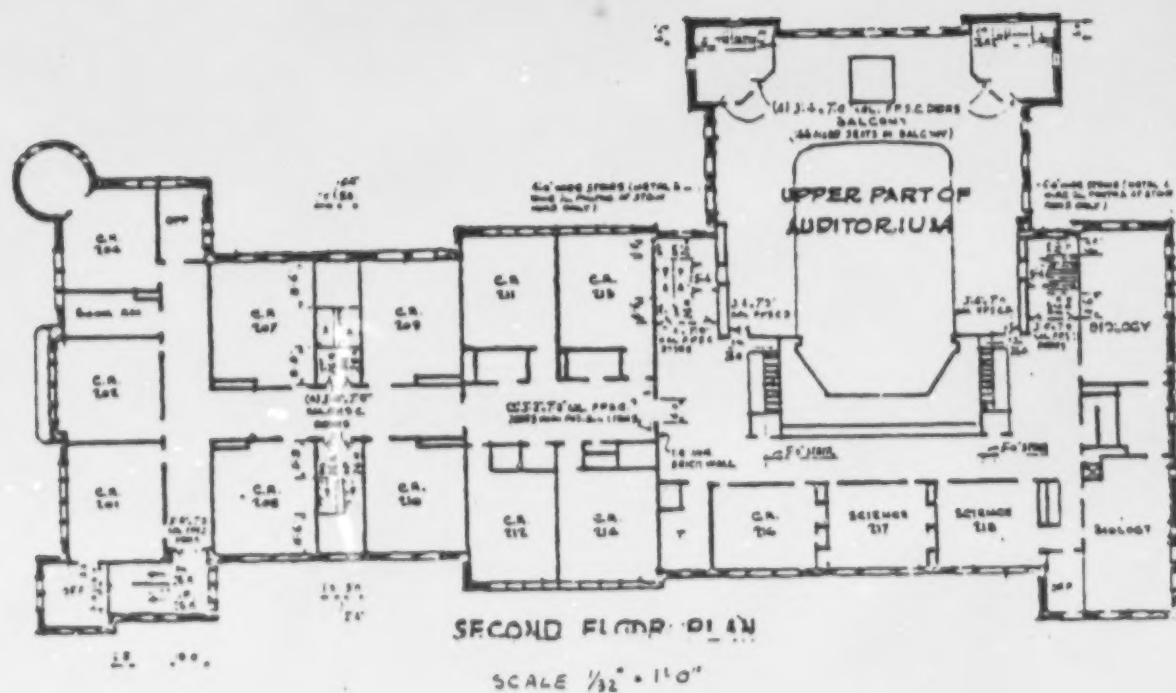
Selection A - Floorplans for the basement, first, and second floor of the old Boys High building.

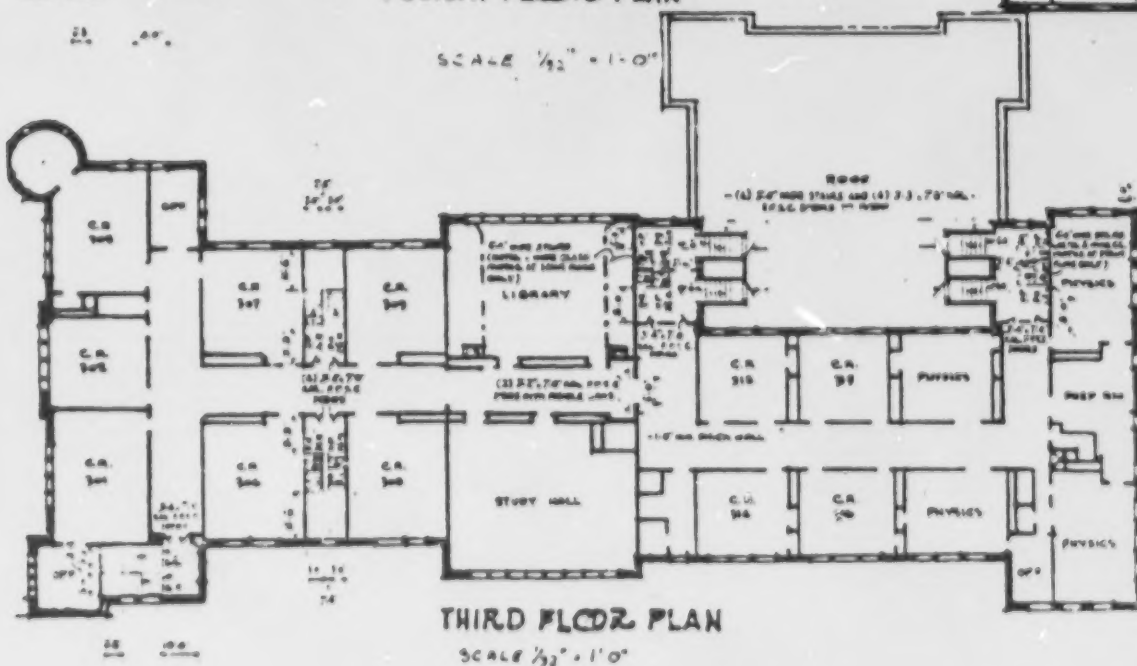
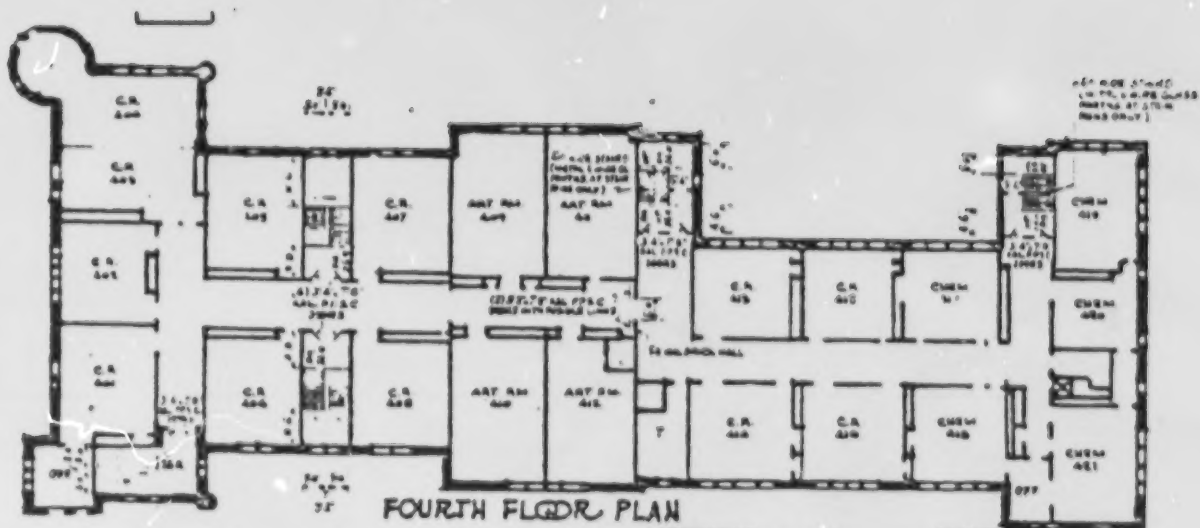
Selection B - Floorplans for the third, fourth and fifth floors of the old Boys High Building.

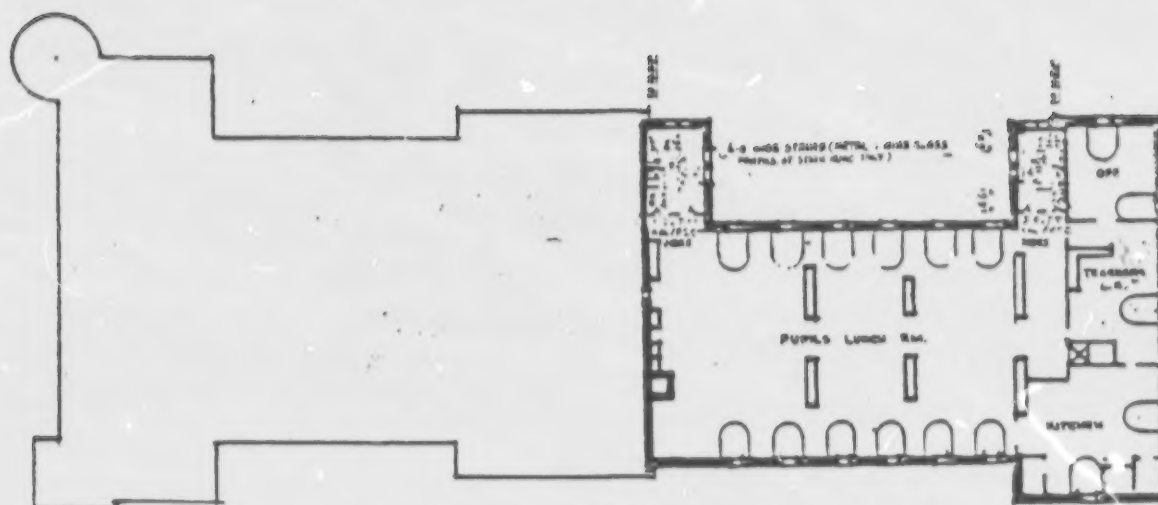
Selection C - Floorplans for the basement through third stories of the old Girls High building.

Code
References

Numbers indicate pages in History.
Letters indicate Special Events.





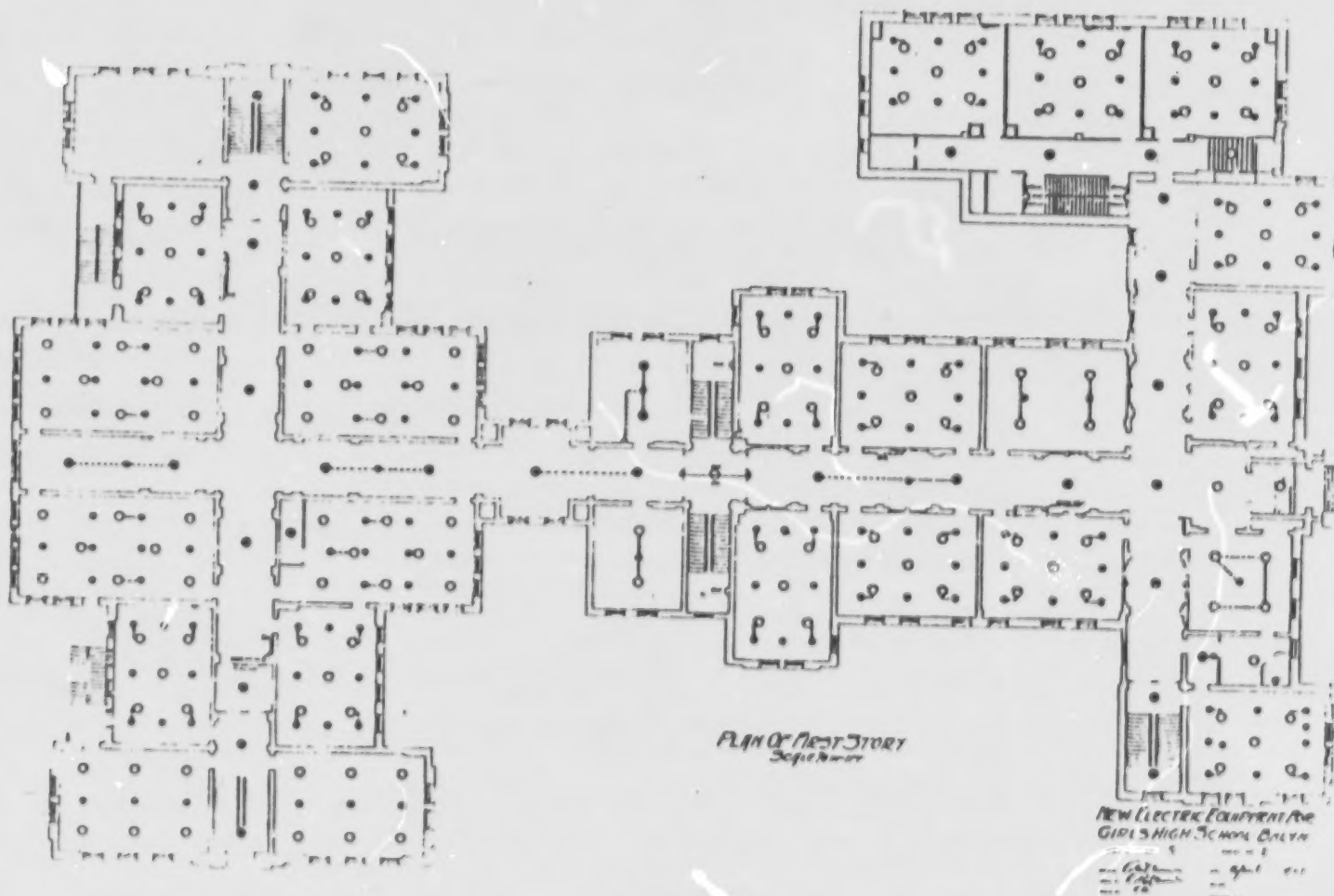


FIFTH FLOOR PLAN

SELECTION C

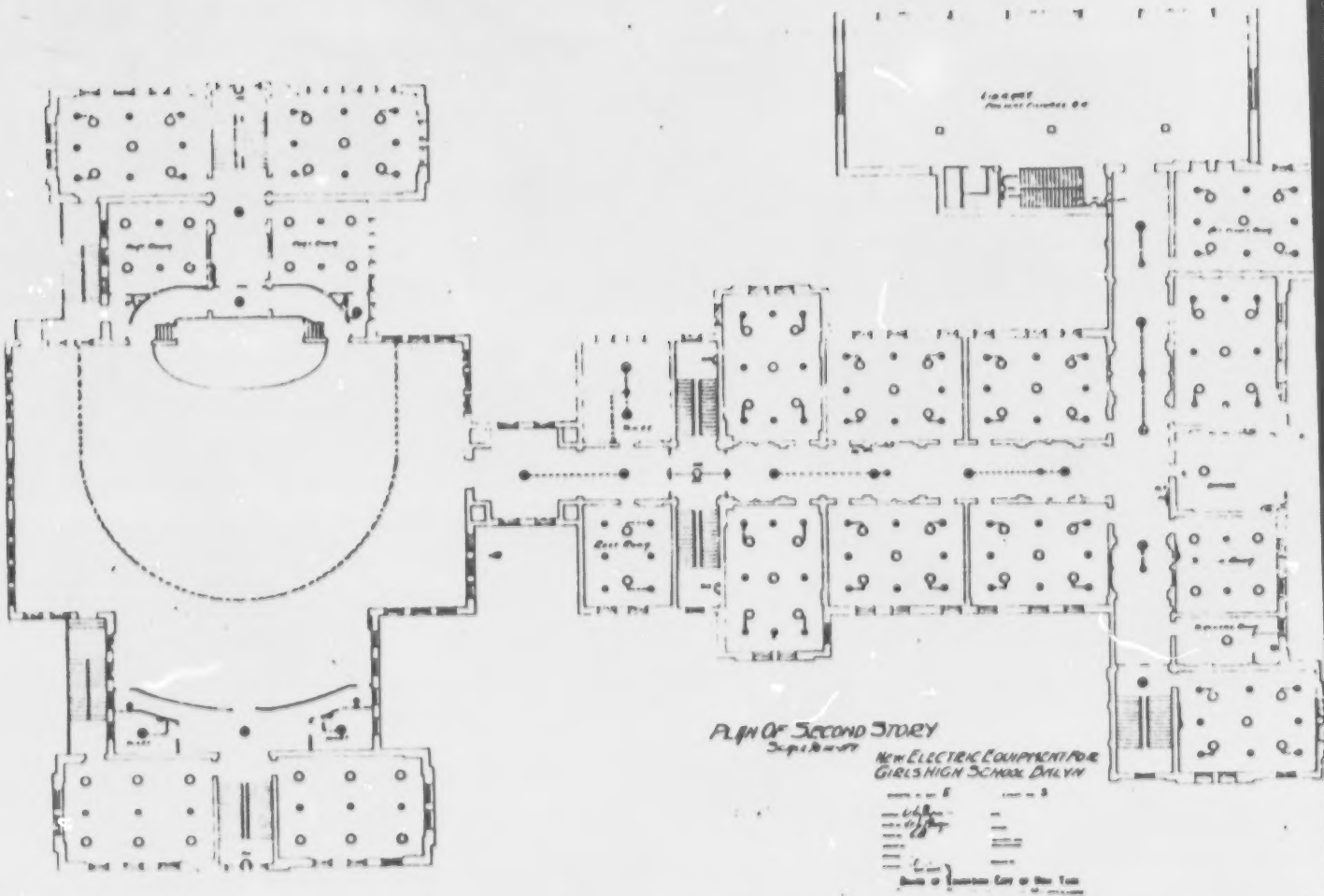
Part III, Plan 9



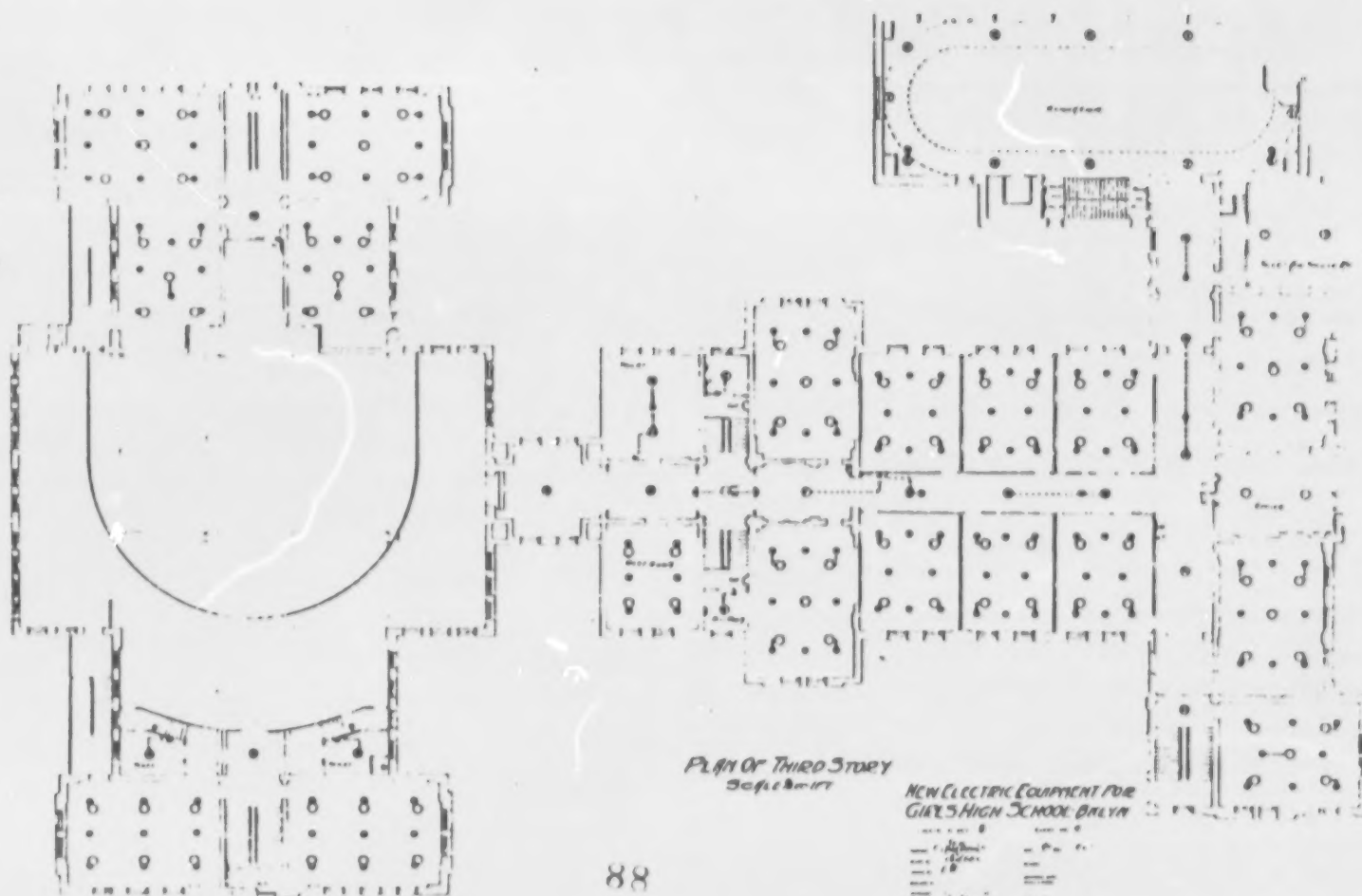
SELECTION C (Continued)

Source: Floor Plans, Board of Education of the City of New York, Office of School Buildings.

SELECTION C (Continued)



SELECTION C (Continued)



ALL SUBJECT AREAS:

- Discuss what criteria are important when designing a school building. In small groups list criteria. In round-table discussion, present the criteria and evaluate the reasons that they were selected. Consider health and safety, ventilation, light, fire exits, etc. Also consider how the building could reflect different theories of learning, teaching and child development. A
- Remind students that the original Central School on Court Street was severely criticized in the 1880s because it had not been primarily constructed as a school; because it was noisy; and because classrooms were not well-situated. For all of the above reasons, in addition to overcrowded conditions, the Girls High building was constructed on Nostrand Avenue, and later the Boys High Building on Marcy and Putnam. Study their floor plans. Discuss areas which satisfied previous criticisms. 6 7 8 14 15 16 18 19 43
- Visit the old Central Grammar School building which is still standing on the corner of Court and Livingston Streets. Sketch the way it appears today. Compare it with the descriptions of the way it looked in 1878 when it first opened its doors to students. Compare it with sketches in Students' Centennial Reader. I 14 15 16
- Contact the owner of the old Central Grammar building and ask permission for a group of students to visit the site and to walk through it. Prepare students to give the present-day owners a mini-tour on the history of their own building. Students should write out, practice and videotape their tour before the visit. Ask that a member of the Board of Education accompany the group on the visit. 14 15 16 I T
- Write a letter to the New York City Landmarks Preservation Commission stressing the historical significance of the old Central Grammar School and asking that it be given landmark status. Be sure to include all of the historical information about the building that the students can gather. Circulate petitions among graduates and community members. Ask local politicians and Board of Education members to back this effort. (See Part I discussion of the Landmark status given to Boys High.) J
- Using an opaque projector, cast the image of the floor plans and ask individual students to identify what evidence exists for the following: 19 33
 - a. safety considerations 34
 - b. aesthetic design 36
 - c. lighting considerations I
 - d. noise considerations S
 - e. ventilation
 - f. traffic patterns
 - g. curriculum considerations (e.g. auditorium, gymnasium, laboratories, music room, etc.)
 - h. possible obvious budget

constraints upon the design.

- Compare the designs of the old Boys High and Girls High Schools with the new facility. Ask the students to identify possible technological, pedagogical, and economic changes that affected the design of the new building and which did not affect the design of the old structures. (E.g, consider air-conditioning, cost of labor, cost of material, improved lighting factors, sound-proofing materials, etc.)

As a part of a student historical tours project:

- Have your class "ADOPT-A-CLASS-ROOM" in the old Boys High building. Visit it. Analyze its needs, and RESTORE it to its original condition. (Note: Many of the classrooms are not in use and would suit this project quite well.) The restoration process could be done by a class, a club, or a network of classes and departments. Note: All work would have to be cleared by the Principal and the Director of The Street Academy.
- A class or club should restore the library of the old Boys High building to its original grandeur. It is in excellent basic condition; however, it requires straightening up and minor repairs. Its basic structure with the glass-floored stacks speaks well of the old pride in scholarship that has been a school tradition for a century. Restoration of the library by students would not only be a symbolic

salute to the school's history; it would also afford the students the opportunity to get some experience in restoration and historical skills.

- A class or club should plan a historical tour of the Boys High building. Take visitors to the classrooms and library. The tour should discuss the full history of the building, its design, its students, and administrators. Offer the tour to other classes, to elementary schools, and to community groups.
- Plan a re-enactment day. Have students dress in the fashions of the past; have teachers use older methods. Include classroom/library re-enactments as part of the tour.
- Discuss the subject-matter needs which require special consideration in architectural design. Evaluate the new Boys and Girls High building. Does it adequately fulfill the academic and social needs of the students? In a round-table format, discuss how it could be improved in general and in particular, considering special subject matter concerns.
- Debate: Learning in an old building is easier than learning in a new building.
- In committees, design a perfect classroom for a particular subject area. Then, design a perfect floorplan for a school.

PART III OUR SCHOOL, 1892-1979

Question

What were some of the old school songs?

Understandings

- Most schools have a musical heritage in which the spirit and history of the school is passed from generation to generation.
- The lyrics of school songs capture not only the spirit of the school but often the students' perceptions of the world around them.

Materials

Selection A - The lyrics of the Girls High School School Song, written by Miss Rowena K. Keyes in 1908. Miss Keyes was at the time a young teacher in the school. In the late 1930s, she became the Principal of Girls High School. Source: The Girls High School Triennial, 1910 p.66.

Selection B - The music and lyrics of "Come Pledge me a Draught," written by students and sung by the pupils of Boys High School in 1899. Source: The Red and Black, A Boys High Annual, 1899.

Selection C - Complete lyrics to "The Soldier Song" and the "Song of the Black and Red," which appeared in the High School Recorder, v. XXIII, 1, October 1912, p. 24.

Selection D - The first verse and the music for "The Black and the Red" (See Selection C.)

Selection E - The music and lyrics to "Take Me to the Junior Prom," which appeared in Girls High Triennial, 1913, p. 44.

Selection F - Lyrics to a song sung to the school assembly by the senior class in the 1940s, recalled by memory by a Girls High graduate, Marie Vuolo.

Selection G - A 1913 Girls High School graduation speech, Brooklyn Daily Eagle, June 27, 1913, p. 8, c. 1.

Code
ReferencesNumbers indicate pages in History.
Letters indicate Special Events.

O. D. S. School Song

Dedicated to Dr. W. L. FELTER

Words by Miss R. K. KINGS

Music by Miss J. S. JAMES

The praises of the school we love
 Let hearts and voices sing,
 And to her banner blue and gold,
 A joyous tribute bring.

Chorus:

Her royal gifts the gold shall be,
 Our loyalty, the blue;
 Forever may her banner float,
 And ever we be true.

The treasures of the altar will be brought
 She regally bestows
 And friendship's no less precious gold
 From her rich bounty flows.

Chorus:

In nobler living shall remain,
 The blessings she imparts,
 And through the years we'll render her
 The tribute of our hearts.

Chorus:

Source: The Girls High School Triennial, 1910, p. 66.

SELECTION B

Come, Pledge Me a Draught

WORDS BY H. W. HOLMES, '90

MUSIC BY JOHN BENTLEY, JR., '00

The musical score is written for voice and piano. It consists of three systems of staves. The first system has a vocal line and a piano accompaniment. The lyrics are: "Come pledge me a draught. O broth-er. Come". The second system continues the vocal line and piano accompaniment. The lyrics are: "pledge me a draught to High! Who'd drink to an-y oth-er. When". The third system continues the vocal line and piano accompaniment. The lyrics are: "she's his fos-ter moth-er? Not I, old man, not I! Then". The score includes various musical notations such as treble and bass clefs, time signatures, and dynamic markings like *f* and *ff*.

SELECTION B

up, up, up with our glass - es, And down, down, down with wine, For

here's to good old High, . We love her, you and I,

Al - - ma Ma - - ter, we're sons of thine!

Source: The Red and the Black, A Boys High Annual, 1899, p.110.

SELECTION CSong of the Black and Red

I.

Hail Alma Mater's colors proudly flying,
Black and the Red, we pledge to thee our
love;
Dearer to us than crimson deep or purple,
Guide of our way as the stars above.

II.

Emblem we love, thy colors, strong contrasted,
Speak of the life that all thy sons may share;
Black, of the storms that oft may break upon us,
Red for the sun whose beams return so fair.

III.

Hail Black and Red, thy sons shall e'er revere
thee,
Though from thy halls their paths may lead
them far;
Fondly to thee in mem'ry oft returning,
Loyal and true to thee they ever are.

CHORUS.

Though some love the blue and gray,
And others the gleam of gold;
The flash of the green or silver sheen
Displayed when the flags unfold;
Whatever the shade may be
That's out to the breezes ad,
Though colors are many, you'll not find that
any
Compare with the Black and Red.

The Soldier Song

I.

Soldiers gay will march away
To scenes of death or glory;
They can't see what the end will be
In the telling of their life's story.
Soldiers, too, we are marching through
The toilsome road of learning,
While unrevealed is the battlefield
Of life for which we're yearning.

II.

High is the aim and great the fame
Of our school with its sons so clever;
You must confess she's a great success
In the field of strong endeavor.
Marching along with her soldiers strong,
In the van is ever showing;
Great in her might, her banner bright,
With its red so brightly glowing.

CHORUS.

Boys' High! Then give a rah-rah-rah-rah.
Tramp, tramp, tramp, the boys are marching,
Ever in the van,
Beat them if you can.

Source:

The High School Recorder, v. XXIII, 1, October 1912, p.24.

The Black And The Red

Composed by
Wm H. (DAD) EDWARDS, BOYS H. S.

Hail, Al-ma Ma - ter! col-ors proud-ly fly - ing, Black and the Red, We pledge to thee our love

Dear - er to us than crim-son deep or pur - ple, Guide of our way as true as stars a - bove

Chorus

Ther' some love the blue and gray and oth-ers the gleam of gold The

flash of the green or sil - ver sheen Dis - played when their flags un - furled; What-

ev - er the shade may be That's out to the breez-es spread Though

col - ors are man - y You'll not find that an - y Com-pare with the Black and Red.

Source: The High School Recorder, v. XXIII, 1, October 1912, p.24.

TAKE ME TO THE JUNIOR PROM

by F. M. 2, 1913, 2nd, 1913

1. Ch. won't you take me to the Junior Prom.
2. Go tell your beau to hire their full-dress suits.

So I can see Bill, George and Alfred from
Not to for-get to wear their evening boots.

B. H. S. G. H. S.
White kid gloves. High silk Hats.

There'll be pupils and teachers. and all sorts of creatures.
We want all grace-ful dancers. for wait-ers and lancers.

There we shall go to have a Jubil-...-ees
Go tell them all to learn the lat-out glides—

For then from our stud-...-ying we'll all be free.
Tangos and dips and Gaby Deslys slides

There will the music play-Till the next morn we'll stav. Dancing at the Jun-ior Prom.
We'll have a pleas-ant night-When spirts gay and light. Dancing at the Jun-ior Prom.

Source: Girls High Triennial, 1913, p. 44.

Source: Marie Vuolo, Interview: Girls High Graduate. class in the 1940's.

SELECTION F

We're shirking our way through high school,
We're breaking every nice rule,
That they never really ought to formulate.
We work for years and years to get a white diploma,
And then it hangs upon the wall of Home Sweet Home.

We've gotten an education,
We've filed an application, in every Kress
and Woolworth 5 & 10 --
Oh, you gotta know your Cicero,
Your Hannibal and Caesar
To fill the tank and turn the crank
And say "How many, please sir?"....

SELECTION G

The merely smart girl is intolerable. She is not worth very much, if she is merely smart without being moral . . . The new woman is splendid, but then there is nothing the matter with the old one. You can never be anything better or higher than a happy wife and mother. So when you come to it, pay your debts, cook your dinners, and you will be a joy forever.

Source: Brooklyn Daily Eagle, June 27, 1913, p. 8, c. 1.

SUGGESTED ACTIVITIES

ENGLISH

Read Selection F, a song sung by a senior class at Girls High School in the 1940s. Also read the excerpt from the Reverend S. Parkes Cadman's speech to the 1913 Girls High graduating class. (Selection G)

- In a round-table format, 15
discuss the changing role 24
of women in American society 27
and its impact on education. 28
30
- Read aloud the excerpt from 31
the Reverend Cadman's 1913 32
graduation speech. Without
discussion, all students
should write individual
responses to the Reverend in 27
a letter form. They should T
assume for the purposes of
writing the letter that they
are students in the 1913
graduating class. Share
letters and discuss responses.
- Role-play a 1913 student at 27
Girls High, who considered
herself to be an "intelligent
new woman," having a discussion
with Dr. Cadman on what
she should do after gradu-
ation. Videotape. Analyze.
- Assume Reverend Cadman 27
has been invited back as a
centennial speaker at the
1979 Boys and Girls High
School graduation. Role-play
a meeting between the T
Reverend and a group of male
students, a group of female
students, and a mixed group.
Analyze reactions of each
group. Use of videotape would
be helpful.
- Read aloud with emotion the
senior song which was sung in 31
the 1940s. As a class, discuss 32
the meaning of the passage
"We work for years and years T
to get a white diploma/ O
And then it hangs up on the
wall of 'Home Sweet Homa'."
Individually, write a poem
or essay on what your diploma
will mean to you and what
significance it will have upon
your future.
- The girls who wrote the senior 31
song in the 1940s expressed 32
the bleakness of their future T
job prospects when they sang
"We've gotten an education/
We've filed an application
in every Kress and Woolworth
5 & 10/ Oh you gotta know your
Cicero/ Your Hannibal and
Caesar/ To fill the tank and
turn the crank/ And say
"how many please, sir?"

As a class, discuss what was
meant by those lines. Would
the graduates of Boys High
have been singing the same
lament? What were the reasons,
economic, political, and
social, which led to the
girls' lyrics? Write an
updated senior song which
expresses the career oppor-
tunities which exist for
students today.
- In a panel discussion, present 15
the pros and cons of women's 24
liberation and its impact 27
over the years upon the 28
educational system. Also, 30
debate the impact education 31
had on the women's liberation 32
movement. M

- Debate Cadman's statement in 1913 that "You can never be anything better or higher than a happy wife and mother. So when you come to it, pay your debts, cook your dinners, and you will be a joy forever." Videotape and analyze.

27
M

- Interview graduates of Girls High and Boys High and report what role expectations they encountered upon their graduation.

B

- Research the themes of other graduation speeches at Boys High and Girls High between 1878 - 1978.

- Create several metaphors for "students"; write an essay or poem about one of them.

T

- Research the origins of the Girls' High Colors: blue and gold.

T

- Discuss if and why the colors red and black are appropriate symbols for Boys and Girls High today. Write an essay discussing this. Write a poem for a dramatic reading of "The Red and Black" about today's school.

19
T

ENGLISH AND MUSIC

Study "The G.H.S. School Song" (Selection A) and the three verses of "Song of the Black and Red" (Selection C) and the words and music of "The Black and the Red" (Selection D).

- Do a dramatic reading of "The G.H.S. Song" and "The Black and Red." Select a single instrument to accompany the reading. Record or videotape. Analyze to determine the appropriateness of the instrument selected. House the tape in the Centennial Collection in the library.

D
R
T

- Write and perform a centennial school song and a centennial school poem. Record and house these in the library's Centennial Collection

D
R
V

- Do a dramatic reading of "The Soldier Song" with a single drum as a background rhythm. Record or videotape and enter in the library Centennial Collection.

D
R
T

FINE ARTS

15

- Read Selection F and Selection G. Create a mural in which the theme of "The Changing Expectations of Female Students" is paramount.

24
27
28
31
32
F

- Sculpt or paint a woman in 1913 and in the 1940s and in 1979 depicting the bondage of societal expectations being gradually lifted.

15
24
27
28
30
31

- Discuss the importance of symbolism in school songs. Note the use of colors in "The G.H.S. Song" and "The Black and the Red." Discuss what emotions the various colors conjure up. Do an interpretative watercolor or design which depicts the emotions of each of these songs.

T

FOREIGN LANGUAGES AND ESL

- Translate Selection G into Spanish. Read it to the class, 27 and in Spanish write a response T to the Reverend Cadman's statement to the 1913 Girls High graduating class.
- Discuss the different ethnic expectations of women through 15 out the last one hundred years. 24 Many immigrants who practiced 27 traditional roles were con- 28 fronted by their children's 30 desire to shed traditions and 31 adopt the "new" ways. Role 32 play a mother/father and student at Boys High/Girls High in M 1913, in 1940, and in 1979 debating or arguing the virtues of modern mores. Videotape if possible. (Note: Do this in the language you are studying, if possible, otherwise in English)
- Translate the school songs which are attached (Selections A-F). Add a Latin rhythm and record. Or, write in the language you are studying or T are most familiar with, an updated version of any one of the songs.
- Interview graduates of Girls High and Boys High and write in Spanish or in the language B with which you are most familiar, an analysis of the role expectations they had encountered upon their graduation.
- Sing the songs and perform them with emotion and gestures for fellow students. Record these and add them to the library Centennial Collection. Dress in turn-of-the century costumes to D add a special touch to R the performance and video- T tape to capture the full effect!
- Design a short skit depicting the Girls High student 27 who was hoping that a 32 certain Boys High student E would take her to the T Junior Prom. Use costumes or props, if possible. Enact the words to the song or have the song sung as background music. Videotape and add to the Centennial Collection in the library.
- Write an updated song or a poem in which a female 27 student of Boys and Girls 32 High hopes that a certain T fellow student will ask V her to the dance. Write a similar poem or song in which a male student hopes that a female student from Girls High will go to the dance with him. Compare the thoughts and customs conveyed in the 1913 song with the updated version.

SOCIAL STUDIES

Study the "Soldier Song" in Selection C.

- Using an opaque projector, cast the "Soldier Song" onto a screen, (Selection C, 1912). Read the words silently and then aloud.

MUSIC

Study "Come Pledge me a Draught" (Selection B) and "Take Me to the Junior Prom."

Discuss the analogy of the students to soldiers. What similarities are there between "soldiers" and "students?" Write a short essay exploring this analogy.

- Research as to what political events were occurring in the year 1912 when "The Soldier Song" appeared in the Boys High School Recorder. The song was written several years prior. What political events might have encouraged a Boys High student to be compared with a soldier? Boys High opened its Marcy Avenue doors to students in 1892. Determine what war(s) graduates of Boys High would have fought in between 1892 and 1912. Write an essay in which you are a student who has studied for four years at Boys High and find out upon graduation that you will be in the army.
- Discuss the impact that wars have had upon popular music, e.g., compare the World War I tunes to the anti-war songs of the 1960s.

T

28

T

Plan #11
School Life

PART III OUR SCHOOL: 1892-1979

Questions	What were the results of scholastic evaluations at the schools?
Understandings	● Evaluation has historically been an integral part of our educational system. ● Statistical information based on student evaluation can give useful information; however, it does not give the total picture. One must always ask what the statistics tell us and what they do not tell us.
Materials	<u>Selection A*</u>- Statistical information on "Percentages of Successful Students in English, Mathematics, French, and History" for the year 1931/32. <u>Selection B*</u>- A horizontal bar graph showing the percent of students failing in all subjects as of June 30, 1932. <u>Selection C</u> - A horizontal bar graph showing the percent of students failing in all subjects as of June, 1942, from <u>The Superintendent's Report, 1941-42</u>, p. 225. <u>Selection D</u> - Statistics gathered to show "The Failures in Physics From the Viewpoint of the Pupil" in 1919 from <u>High Points</u>, vol. 1-2 (1919-20), vol. II, #3, March 1920, pp.21,22,23.
Additional Resources	Additional Superintendent's Reports issued annually.
Code - References	Numbers indicate pages in History. Letters indicate Special Events.

*From The Superintendent's Report, 1931/32, p. 519.

SELECTION A

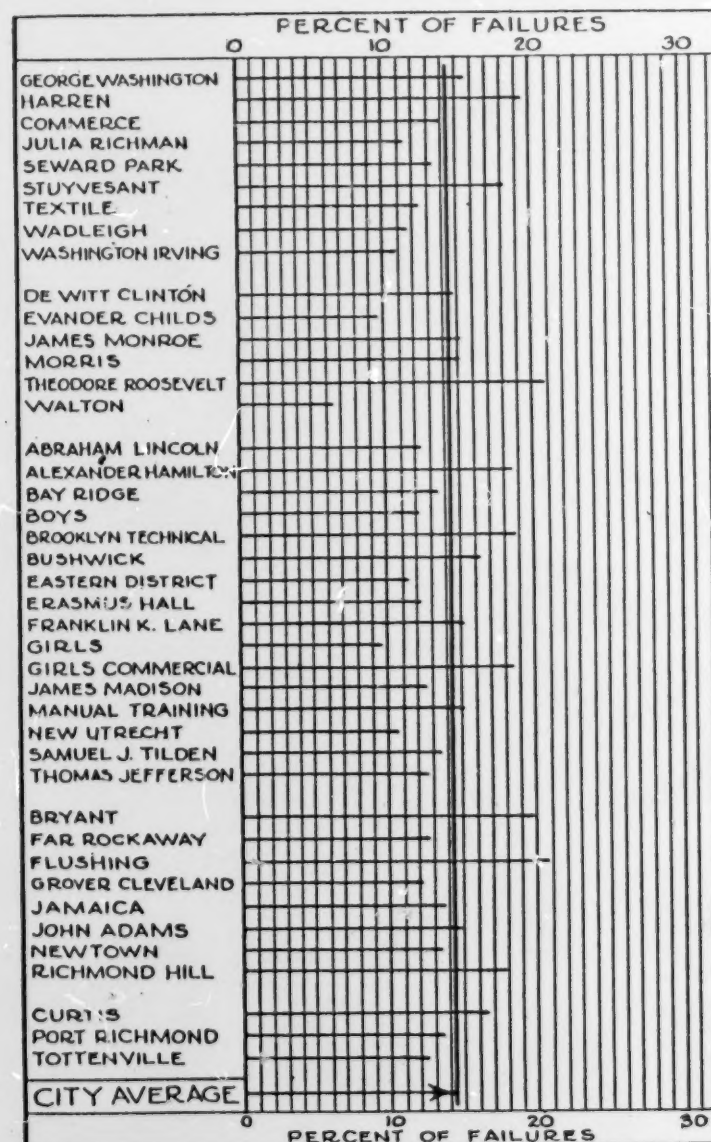
TABLE 134—DAY HIGH SCHOOLS—PERCENTAGE OF SUCCESSFUL STUDENTS IN
ENGLISH, MATHEMATICS, FRENCH AND HISTORY COURSES
SPRING TERM—1931-1932

School	English	Mathematics	French	History
George Washington	81.3	77.3	67.3	87.9
Haaren	80.9	65.2	74.1	80.2
High School of Com.	85.5	78.7	75.9	82.1
Julia Richman	92.2	80.1	82.0	94.5
Seward Park	93.9	71.7	79.8	91.8
Stuyvesant	84.3	74.5	72.9	87.1
Textile	88.0	88.7	79.8	80.4
Wadleigh	84.3	75.4	82.0	89.8
Washington Irving	93.3	77.3	81.0	85.4
DeWitt Clinton	84.4	72.3	77.9	89.6
Evander Childs	91.9	78.2	82.6	88.1
James Monroe	87.4	71.0	74.0	83.3
Morris	87.1	73.2	78.9	89.6
Theodore Roosevelt	78.2	68.9	71.8	85.0
Walton	97.5	85.6	83.8	95.0
Abraham Lincoln	89.4	82.1	80.7	86.7
Alexander Hamilton	72.4	69.6	65.6	89.5
Bay Ridge	78.1	78.3	86.5	86.8
Boys	91.3	78.0	79.3	91.0
Brooklyn Technical	71.7	72.8	75.3	83.4
Bushwick	80.3	66.8	67.6	82.5
Eastern District	89.7	76.6	85.8	85.5
Erasmus Hall	94.2	72.9	86.8	89.5
Franklin K. Lane	78.2	76.1	83.7	87.7
Girls	83.6	79.5	84.1	88.5
Girls' Commercial	73.7	80.2	83.2	85.3
James Madison	92.1	77.1	82.9	86.3
Manual Training	88.5	69.9	69.9	86.5
New Utrecht	92.5	79.0	84.9	88.6
Samuel J. Tilden	91.8	73.0	79.0	91.8
Thomas Jefferson	92.5	77.9	80.8	92.4
Bryant	72.8	66.3	68.0	78.0
Far Rockaway	88.9	79.0	78.6	88.1
Flushing	75.4	65.9	63.9	83.9
Grover Cleveland	88.4	75.2	76.2	90.5
Jamaica	85.2	69.9	74.6	80.3
John Adams	86.3	66.8	65.6	81.6
Newtown	88.9	74.5	80.4	88.7
Richmond Hill	79.3	65.3	78.1	86.7
Curtis	78.5	69.7	76.6	91.1
Port Richmond	83.8	65.6	83.5	83.3
Tottenville	88.0	66.0	90.1	93.8

SELECTION A Source: The Superintendent's Report, 1931/32, p. 519.

SELECTION B Source: The Superintendent's Report, 1931/32, p. 519.

SELECTION B

FIGURE 31
DAY HIGH SCHOOLS
PERCENT OF FAILURES IN ALL SUBJECTS
JUNE 30, 1932

PART III, Plan 11

SELECTION C

SUBJECT PROMOTIONS

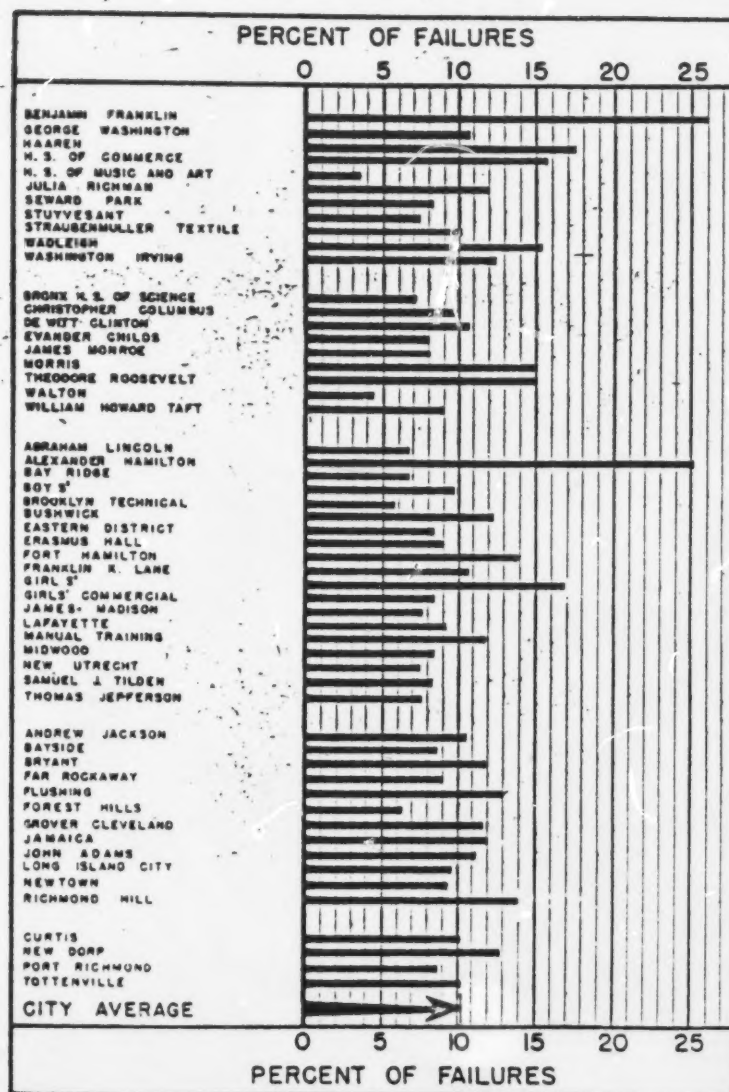


FIGURE 19
DAY HIGH SCHOOLS
PER CENT. OF FAILURES IN ALL SUBJECTS
JUNE, 1942

SELECTION C

Source: The Superintendent's Report, 1941/42, p.225.

FAILURES IN PHYSICS FROM THE VIEWPOINT OF THE PUPIL

Self-Diagnosis and Remedy of Individual Defects by One Hundred and Fifty-six Boys Deficient at Mid-Term.

Statistical Studies from the Physics Laboratory of the Boys' High School, Brooklyn—I.

Of approximately eleven hundred boys who elected physics in Boys' High School in 1919, about 20 per cent. were weighed and found wanting at mid-term. One hundred and fifty-six of those who failed sub-

mitted to the Chairman of the department detailed written replies to a questionnaire designed to develop the precise conditions of physical environment, mental background, and acquired habits of thought and effort that might have influenced the failures. The questionnaires were distributed by a Committee of pupils who secured a personal interview with each individual, and who worked without the direct knowledge or supervision of the teachers. The

21

replies are straightforward and frank, and are convincing examples of schoolboy self-expression.

Of the whole number, 156, who failed at mid-term, 75, or 48.1 per cent., passed at the term end.

One hundred and two of the replies revealed striking independence of thought and action, resourcefulness and determination, and of these 59, or 57.8 per cent., regained their standing at the end of the term. Fifty-four of the replies suggested weakness or indifference, and of these the percentage of recovery was 29.6.

Of the 156 boys who replied, 32 were taking physics as a "back subject," i. e., were in the 6th, 7th or 8th term, instead of in the 5th term, in which physics regularly falls. Of these 32, 19, or 59.4 per cent., passed at the end of the term. Of the 156, 19 on the other hand were taking physics

as an "advanced" subject, i. e., were in 3d and 4th term, instead of in 5th term, and of these 7, or 36.8 per cent., finally passed. Again, of the 156, 50 were taking physics as a "sixth major," i. e., had elected the subject by special permission, in addition to 5 other major subjects required or elected, and of these 26, or 52 per cent., finally passed. Of 5 boys repeating after failure, 2 passed; 1 who was "doubling" by taking both first and second term physics passed; and of 14 who were "doubling" in both physics and chemistry, 10 passed and 4 failed.

While at this stage the effect of the questionnaire in building up scholarship by strengthening morale cannot be measured, an intensive study of the results may be helpfully suggestive.

Special features of the replies are summarized in the table:

PUPIL'S EXPLANATION OF MID-TERM FAILURES IN PHYSICS
Boys' High School, Brooklyn, 1919
Statistics Compiled by Miss Helena Kent, Department of Mathematics, Boys' High School

	Number Failing at Mid-Term	Number Passing at End of Term	Percentage of Recovery
<i>Scholarship, Motives, Mental Reaction</i>			
Failed in subjects other than physics.....	57	23	40.3—
Failed in physics only.....	99	52	52.5+
Elected physics for college entrance.....	48	31	64.6+
Elected physics for graduation.....	36	17	44.7—
Elected physics because of aptitude.....	33	14	42.4—
Elected physics to "fill in" program.....	20	8	40.0—
Liked the subject more than expected.....	98	52	53.1+
Liked the subject as much as, or less than expected.....	32	18	56.2+
<i>Reasons for Failure</i>			
Lack of sufficient study.....	28	8	28.6—
Delayed or faulty start.....	30	17	56.6+
Subject too difficult.....	30	12	40.0—
Absence from illness or other cause.....	23	14	60.9+
Poor teaching.....	6	2	33.3—
Inherent inability to write a passing examination paper..	16	8	50.0+
<i>Distractions</i>			
Gainful employment out of school hours.....	47	19	40.4—
Music lessons, requiring practice.....	40	19	47.5—
Membership in Boy Scouts.....	8	3	37.5—
Clubs—Non-scholastic.....	72	29	40.2—
Clubs and teams—Scholastic.....	78	40	51.2+
<i>Effort, Suggested Remedies</i>			
Gave best effort to subject.....	122	62	50.8+
Did not give best effort to subject.....	30	9	30.0—
More time and energy.....	108	59	54.6+
After school work with teacher.....	38	17	44.7—
Other specified ways and means.....	50	22	44.0—
Total Replies.....	156	75	48.1

NOTE—Plus sign following percentage indicates that the percentage is above the average for all replies; minus sign indicates that the percentage is below the average.

While this presentation cannot be considered a finished statistical picture, as a hastily drawn outline it is colorful and instructive.

Under the conditions that obtained it appeared that selected pupils who elected physics as a sixth major, and those who elected the subject late in their course, showed more than average ability to recover from threatened disaster. Those who reached forward beyond their grade to elect physics when they failed at mid-term were wont to fail also at the finals. Those who failed in physics only, developed more than average ability to recover. Desire to enter college was a stirring incentive to those who failed at mid-term, while hope of graduation apparently exerted no commensurate effect. The records of those who elected physics because they "liked

it," or to fill a gap in the program, and who failed mid-way, do not inspire us. Damage done by early absence, or by a poor start, was not irreparable, but the boy who lagged because of lack of supply or "poor teaching" was likely never to make good. Even the inability of a normally bright boy to spread his thoughts on the examination paper was to a large measure overcome. While school clubs and teams were distractions not necessarily dangerous, gainful employment, music lessons, and out-of-school clubs exacted heavy toll. Those who gave freely of themselves attained best results, and those who pledged for the future unstinted time and effort were proportionately rewarded.

CLAUDE FREDERIC WALKER.

Boys' High School.

SUGGESTED ACTIVITIES

ALL SUBJECTS:

Read Selection A.

- Discuss the purposes and roles for which evaluation in school takes place. Individually, list the reasons that you think examinations and grades are given in secondary school. Share lists in a round table discussion. 34 35 0
- In the academic year 1931/32, determine where Girls High and Boys High ranked in each of the four subject areas in comparison with the other City high schools. N
- Write a paper stating how/why you think evaluation procedures should be revised in high schools today.
- Debate: Evaluation is a necessary element of high school life. M

Read Selections B and C.

- Compare and contrast the percentage of failures in 1931-32 with that in 1941-42. Are reasons similar?
- Research in the annual Superintendent's Reports and update these graphs. (Reports are available in the public libraries).

Read Selection D.

- Ask students to write individually a self-diagnosis of their academic performance similar to the one sponsored by the physics department in 1919. Compare

their results with those of the students in 1919.

- Discuss the reasons cited for academic difficulties in 1919. Do the same reasons today? What other reasons exist? Write a skit or role-play in which two students speak frankly with each other about why they experience difficulties in school. Subject this skit or role-play to whole-class analysis. 37 R
- Draft a personal resolution as to what areas you will work upon to improve your scholarship. Hold weekly discussion sessions on this topic in which students can openly discuss their progress. Establish a network of support systems within your class so that you can help and be helped by other students. 0

MATHEMATICS:

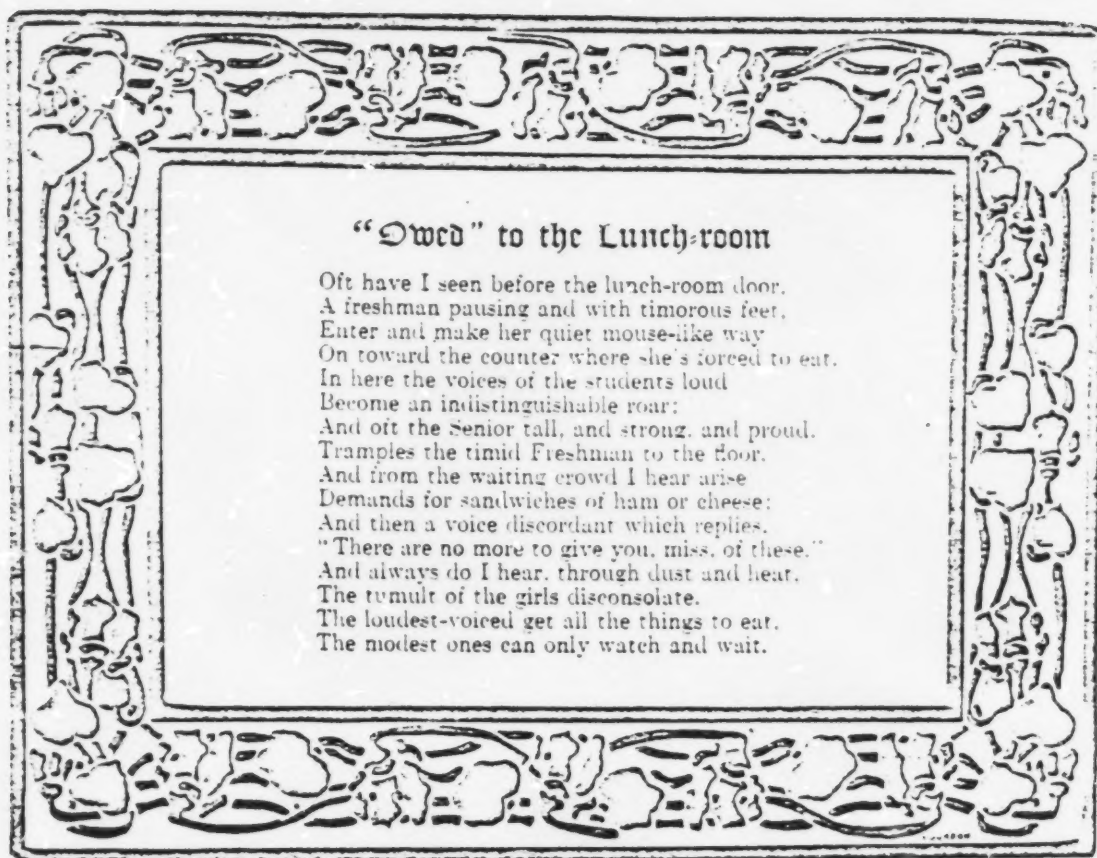
- Offer to work with other departments interested in designing a questionnaire based upon self-diagnosis of academic difficulties and subject it to statistical analysis. Advertise this service. T

PHYSICS:

- Carry out this same type of project and determine if the same issues that existed in 1919 exist in your physics classes today. R T

PART III OUR SCHOOL, 1892-1979

Questions	What were some of the school customs practiced throughout the decades?
Understandings	Students and staff workers use various written forms of expression to reveal their attitudes, concerns, and perceptions of the routine and unusual aspects of their school life.
Materials	<u>Selection A</u> - "'Owed' to the Lunch-room", a poem which appeared in the <u>Girls High School Triennial</u>, 1910, p. 134. <u>Selection B</u> - "On the Road to G.H.S.", a poem about transportation to the school, which appeared in the 1910 <u>G.H.S. Triennial</u>. <u>Selection C</u> - "When You're a Junior", a poem which appeared in the 1913 <u>G.H.S. Triennial</u>. <u>Selection D</u> - A statement describing the school and spelling B.H.S., which appeared in the introduction of the <u>Boys High Handbook</u> written by the <u>Principal</u>, Abraham Margolies in 1954, the year of the School's Diamond Jubilee.
Code References	Numbers indicate pages in History. Letters indicate related Special Events.

SELECTION A

SELECTION A

Source: "Owed" to the Lunch-room," The G.H.S. Triennial, 1910, p.134.

On the Road to G. H. S.

(WITH APOLOGIES TO KIPLING)

On the Brooklyn Rapid Transit in a frigid trolley-car,
Headed for a school of larnin', hither come we from afar.
The wind whistles through the windows and the trolley bells they say
"Hurry on, you little school-girl, you'll be late again to-day."

REFRAIN:

Come you back to G. H. S.,
Where we tried to do our best;
Where the tinklin' bells were callin' us to come and take a rest:
On the road to G. H. S.,
From the East and from the West,
Where disfavor loomed before us
If we played and took a rest.

With our heads crammed full of knowledge and our arms piled high with books.

You would think us ordinary if you judged us by our looks.
But once we strike the school-room we are Websters, Miltons, Burkes,
And some fine day we'll show you we can beat their dusty works.
Bloomin' lessons all the day.

All hard work,—not one bit play
Though for years they've planned a gym.—"It's coming soon"—we hope
it may.

When the spring in all its glory comes a-coaxin' us outside,
And the trolley bells a-callin' us to come and take a ride,
Then we lose our good intentions and we steal out now and then,
Feeling like a sentenced prisoner just escaping from the pen.
For the tennis courts we make,
Or the sludgy squidgy lake,
And at the stone pagoda eat our fill of cream and cake.
I am sick of cramming lessons in this horrid dismal place.
An' the blasted State exam'ners set a bloomin', trippin' pace:
Though I study all my lifetime and take all my nights to cram,
I never even hope to pass a single State exam.
English, math. or Latin—law!
I'd never understand,
Though I went through every schoolhouse in this whole enlightened land.
Ship me somewhere in this wide wide world where every one's a loon;
When you need'nt have a lunch pass to get out of doors at noon.
For the school bells are a-rinklin' in a queer, insistent way,
Like they're fairly greenly jealous 'cause I've any time to play.
Come you back to G. H. S.
Where it's vain to do your best,
Where we worked our bully heads off for every bloomin' test.
On the road to G. H. S.,
Oh, our days they were a mess.
When we moaned beneath our burdens on the road to G. H. S.

—GERTRUDE W. BARNUM

When You're a Junior

I

Down go the skirts, up goes the hair,
Dressing requires attention and care,
Frocks must match your brown or blue eyes.—
Shoes must be worn of just a size—
When you're a Junior.

III

Styles must be studied with painstaking care,
All latest styles of dressing the hair,
Hours of torture trying gowns on,
Gown that you'll wear at the Junior Prom.

II

Walk must be dignified, gracious and slow,
Chin tip-tilted and carried just so,
Mien condescending, haughty and proud
To Freshmen and Sophs, "the whole vulgar crowd."
When you're a Junior.

IV

You must sit up and ponder far into the night,
Shall I take Bill or Jim?—perhaps Eddie Wright.—
But Bill is so tiny and Jim is too tall,
And old Eddie Wright, he can't dance at all;
If I take William Dudley, Jack'll be mad.—
Oh, I'll ask Oscar Simp, he's a handsome young lad.

V

So you see, Gentle Reader, it's smiles and it's tears,
And silver-lined clouds,—it's hopes and it's fears,
When you're a Junior.

—Paula Trueman

SELECTION C

Source: "When You're a Junior," The G.H.S. Triennial, 1913, p. 64

SELECTION D

- B is for Brotherhood; in our school, boys of all national background, races and religions, live and play together in peace and harmony.
- H is for Helpfulness; our more than one hundred extracurricular activities have given boys the opportunity to practice cooperation and service to the school.
- S is for Scholarship; the accent in our school is still on attaining a firm foundation in those pursuits which contribute to the making of the educated man.

Contained within the introductory statement made by Principal Abraham Margolies in the 1954 Boys High Handbook, p. 2, The Diamond Jubilee Year

SELECTION D

Source: Abraham Margolies, Prin., Boys High School, Boys High Handbook, 1954, p. 2.

SUGGESTED ACTIVITIES

ENGLISH:

- Read Selections A and B. Discuss how the routine life of students often becomes the target of their literary efforts and how such writings can be valuable to historians trying to gain insight into students' feelings about school. 18 19 28 30 32 34 40

- Analyze the styles in which Selection A and Selection B are written. Do they evoke any emotions on the part of the reader or do they convey a feeling of routine, non-emotional occurrences?

- In small groups, compose an ode to the Boys and Girls High School cafeteria or to other areas of routine school life. O V T

- Individually, write a poem describing your transportation to and from the school today. Illustrate. Exhibit. O V T

- Read Selection C. Discuss the style with which it is written. In essay or poem format write a description of what life is like as a: Freshman, Sophomore, Junior, or Senior at Boys and Girls High today. 27 32 O V T

- After reading Selections A, B, C and D, discuss in a round table format the obvious and subtle differences between life at Girls High in the early years of the Twentieth Century and life at Boys and Girls High today. Write a composition exploring the dif- 28 29 30 O V T

ferences. Make evaluative comments about the quality of school life then and now.

- Using Boys and Girls High School, design a statement describing the school's goals. (See Selection D). O V T

FINE ARTS:

- Read Selections A, B, C, and D and create a mural depicting some of the routine occurrences of life at Girls High in the early years. Design a counterpart to this depicting the routine aspects of school life at Boys and Girls High in 1979. F O 27 28 29 30

- Do a charcoal sketch of the life of a student in Boys and Girls High today taking it from the time the student awakes until the time he/she goes to sleep. Exhibit. O V T

- Make a collage representing the various forms of transportation students have used in the past Century. Exhibit. 12 23 C T

HOME ECONOMICS:

- In the second decade of the twentieth century, it was reported that students were wearing German helmets, middy blouses and shorter skirts at Girls High. In Selection C, much of the poem refers to the fashions of a Girls High Junior. Discuss the importance of fashions today. 28 O V T

as compared with 1913? Write a composition on exploring the relevance of fashions in high school life.

- Write a poem describing fashion at Boys and Girls High today. Illustrate it.

O
T

SCIENCE:

- In Selection B, the transportation to and from school was described as a "frigid trolley car". Discuss the various forms of transportation which exist in Brooklyn today which did not exist in 1910.

12
23
W

- Design a chronological time line listing the various forms of urban transportation and the date in which they were introduced.

SOCIAL STUDIES:

- Read Selection C. Much of it refers to the importance of fashions and social occasions in high school life. In a whole group format, discuss the importance of such elements of school life today. What cultural values do we express in the way we dress and in the social customs we perpetuate. Write an essay analyzing these issues.

28
T

- In the second decade of the twentieth century, Principal Felter of Girls High commented that he thought it was a fine idea that approximately 80% of the girls were wearing mid-dy blouses because they were neat, economical, and removed any noticeable distinctions of wealth. Design a dress code which would be appropriate today.

28
O
T

ate today.

- Debate one of the following. M

School uniforms are appropriate and conceal economic distinctions.

Schools should have and enforce dress codes.

Students' clothing should be unrestricted.

- Read Selections A and B and discuss the routine aspects of school life which truly give shape to the school day. Write an essay in which you describe aspects of school routine.

O
V
T

- The school day actually begins when we arise in the morning. Write an outline of your entire day from the time you awaken until the time you go to sleep. Determine what percentage of your time is spent on: eating, school-related activities, socializing, etc. Assess your routine and determine how it could be more productive and efficient.

O
V
T

- Transportation to and from school has changed significantly during the past century. In 1910, a student wrote about traveling upon the Brooklyn Rapid Transit trolley car. Discuss the significance of transportation to and from school and how it sets a tone for the rest of your school day. Illustrate. Exhibit.

12
23
W
T
V
C

PART III OUR SCHOOL, 1892-1979

Questions	What forms of schooling existed in the neighborhood? What was the location of the schools in the neighborhood? What were the districts which had been set as political boundaries within which these schools operated?
Understandings	• The location of a school has a profound influence upon the development of its character. • The selection of a school site is often a political, social, economic, and pedagogical decision.
Materials	<u>Selection A</u> - A map showing location of Boys High School and Girls High, as well as all other neighborhood public schools, in the year 1910. <u>Selection B</u> - A list of the Brooklyn Public Schools which corresponds, in part, to the map in Selection A. (Note: not all schools listed appear on the map) Source Part of the Boys and Girls High School Archives, original source unknown.
Additional Resources	Brooklyn maps, old and new. Student neighborhood surveys and mapping projects. Building records.
Code References	Numbers indicate pages in History. Letters indicate Special Events.

SUGGESTED ACTIVITIES

MATHEMATICS:

- Determine how many schools of various categories exist in Brooklyn today. Compare this with the schools which existed in 1910 (Selection B). Analyze what this change indicates about the growth of the school age population and its academic needs. Predict how many schools of each category will be in use in the year 2000. (Use local census information.)

SOCIAL STUDIES:

Study Selection A and Selection B

- On the map, locate the old Boys High building and the old Girls High building (1910 map). 6
- Note that in 1910 Girls High had three annexes and Boys High had four annexes. (See Selection B.) Locate the annexes on a map. Determine if the annex structures are still in existence.
- Discuss the impact that using annexes has upon the development of school spirit and academic achievement. Analyze what situations might lead a school to use an annex. Research why the annexes were used for Boys High and Girls High in 1910. 16
17
25
43
- Read Selection B and determine how many high schools existed in Brooklyn in 1910. Research the historical development of each.
- Determine how many of the

schools listed in the Brooklyn system in 1910 are still standing today.

- As a class project, create a map which shows the development of education in the City of Brooklyn from its inception. Include the changing political boundaries of the City. Exhibit. N
T
V
- As a class project, create an historical map which identifies the location of all existing schools and the year in which they were constructed. N
T
V
- In small groups, research the brief history of the elementary schools from which Boys and Girls High students are drawn. Exhibit these reports. T
- Create a map depicting the growth of Boys and Girls High School's historical development from Court Street to Fulton Street. C
T
V
N

SELECTION A

SELECTION A

Source: "Board of Education of New York City. Maps of Local Board Districts and Schools,"
1910. pp. 50-51.

DISTRICTS XXIX, XXXII, XXXV, XXXVI



**PUBLIC SCHOOLS OF NEW YORK CITY—BOROUGH OF BROOKLYN
TRAINING SCHOOL FOR TEACHERS**

School	Location	Map Page No.
Brooklyn Training School for Teachers.....	Park Pl., west of Nostrand Av.....	50
The Brooklyn Model School.....	Prospect Pl., west of Nostrand Av.....	50

**PUBLIC SCHOOLS OF NEW YORK CITY—BOROUGH OF BROOKLYN—Continued
HIGH SCHOOLS**

School	Location	Map Page No.
Girls'.....	Nostrand Av., Halsey and Macon sts.....	50
Annex.....	St. Mark's and Classon avs. (P. S. 42).....	50
Annex.....	Quincy St., near Stuyvesant Av. (P. S. 129).....	51
Annex.....	Evergreen Av., Ralph and Grove sts. (P. S. 75).....	51
Boys'.....	Marcy and Putnam avs. and Madison St.....	50
Annex.....	Bedford and Jefferson avs.....	50
Annex.....	Berriman St., Belmont and Atkins avs. (P. S. 64).....	73
Manual Training.....	7th Av., 4th and 5th sts.....	53
Annex.....	11th Av., Windsor Pl. and Sherman St. (P. S. 154).....	60
Annex.....	Prospect Av., opposite Reeve Pl.....	60
Annex.....	Duffield, Johnson and Gold sts.....	49
Gasmas Hall.....	Flatbush Av., near Church Av.....	61
Annex.....	36th St., near 18th Av. (P. S. 101).....	59
Annex.....	Av. G, E. 23d and 24th sts. (P. S. 152).....	65
Annex.....	92d St. and Gelston Av. (P. S. 104).....	58
Annex.....	Av. T, E. 12th St., and Homecrest Av... (P. S. 153).....	65
Commercial.....	Albany Av., Bergen and Dean sts.....	50
Annex.....	Conover, Sullivan and Wolcott sts. (P. S. 30).....	48
Eastern District.....	Marcy Av., Rodney and Keap sts.....	54
Annex.....	Havemeyer, N. 6th and 7th sts. (P. S. 143).....	54
Annex.....	Meserole Av., Lorimer & Guernsey sts. (P. S. 128).....	54

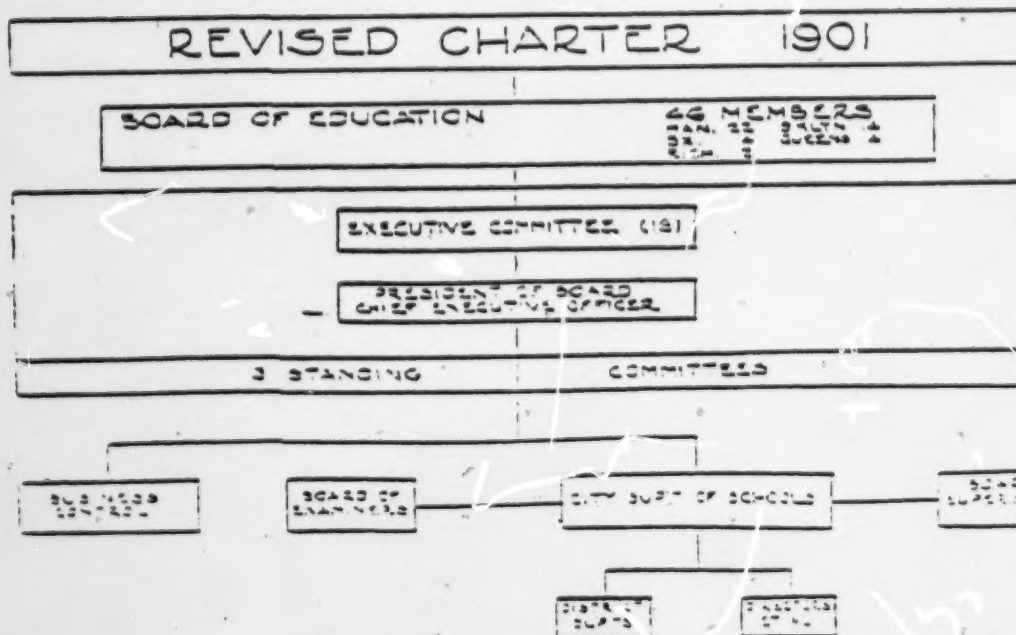
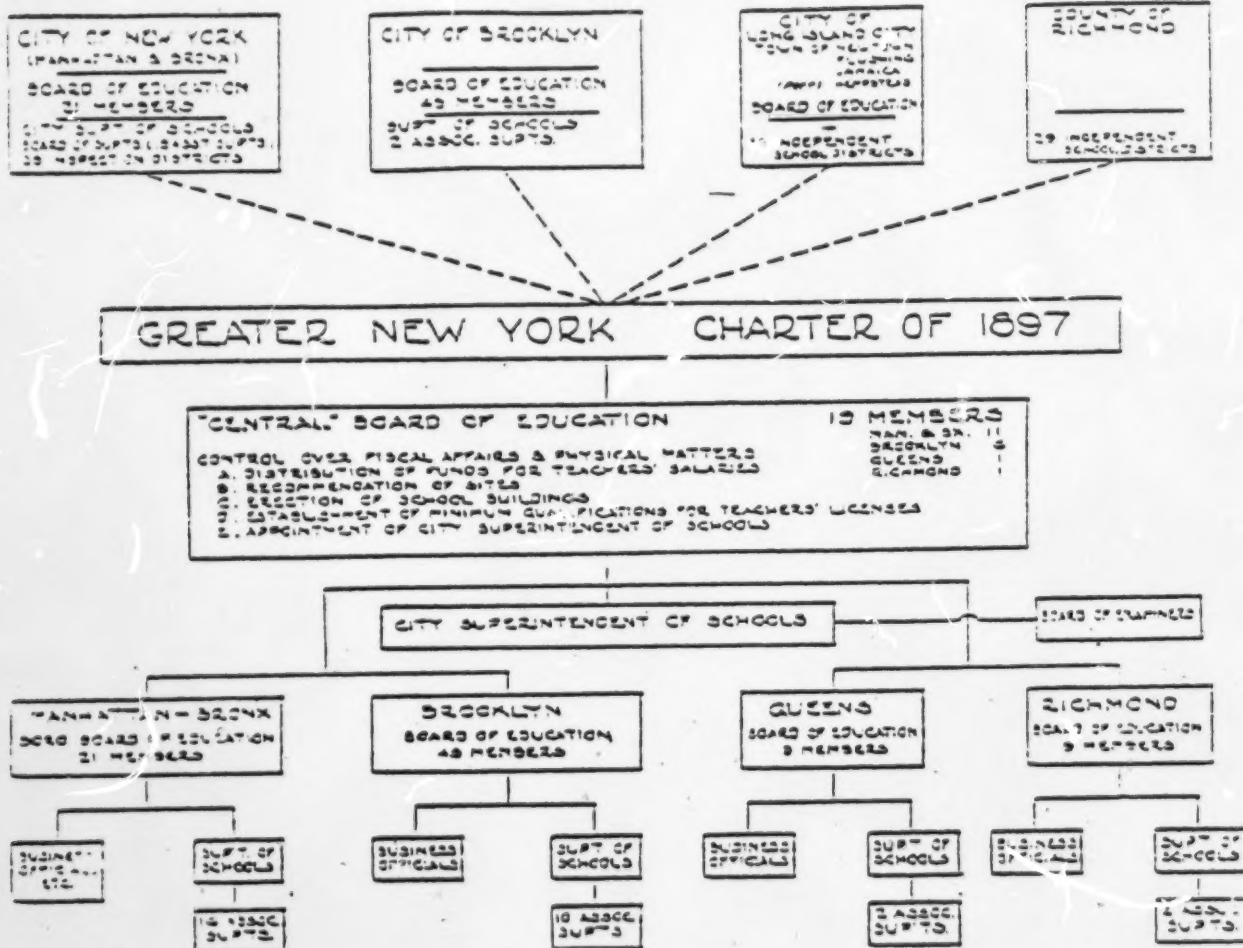
ELEMENTARY SCHOOLS

Map Page No.	Location	Director	Classrooms	Map Page No.	School	Location	Director	Classrooms	Map Page No.
1	Adams & Concord sts.....	27	26	49	19	S. 2d & Keap sts.....	31	33	54
	Annex, 32 Sands St.....		1			Annex, Union Av., near			
	Annex, Middagh St., near					Stagg St.....		4	
	Henry St.....		14		20	Union Av. & Keap St.....	33	14	54
2	47th St., near 3d Av.....	37	36	56	21	McKibbin St., near Manhattan			
3	Hancock St., near Bedford Av.....	29	53	50		Av.....	34	18	54
4	Berkeley Pl., near 5th Av.....	27	26	49	22	Java St., near Manhattan Av.....	34	22	54
5	Tillary, Bridge & Lawrence sts.....	27	56	49	23	Conseleya, Humboldt & Skill-			
6	Baltic & Warren sts., near					man sts.....	34	50	54
	Smith St.....	28	33	49	24	Beaver & Belvidere sts. &			
7	York St., near Bridge St.....	27	26	49		Arion Pl.....	35	51	51
	Annex, 29 Front St.....		2		25	Lafayette Av., near Sumner Av.....	32	32	50
8	Hicks, Middagh & Poplar sts.....	27	23	49	26	Quincy St., near Ralph Av.....	32	32	51
9	Vanderbilt Av. & Sterling Pl.....	27	23	49	27	Nelson & Hicks sts.....	28	39	48
10	7th Av., 17th St. & Prospect				28	Herkimer St., near Ralph Av.....	39	21	70
	Av.....	30	44	53	29	Columbia & Amity sts.....	28	17	48
11	Washington Av., near Greene				30	Conover, Sullivan & Wolcott			
	Av.....	29	32	50		sts.....	28	48	48
12	Adelphi St., near Myrtle Av.....	27	31	49	31	Dupont St., near Manhattan			
13	Degraw St., near Hicks St.....	23	30	48		Av.....	34	42	54
14	Navy & Concord sts.....	27	23	49	32	Hoyt & President sts.....	28	31	49
	Annex, 245 Concord St.....		2		33	Hayward St., near Broadway.....	31	33	54
15	3d Av., State & Schermerhorn				34	Norman Av., Eckford & Oak-			
	sts.....	27	41	49		land sts.....	34	28	54
16	Wilson St., near Bedford Av.....	31	45	54	35	Decatur St. & Lewis Av.....	32	48	51
17	Driggs Av. & North 5th St.....	31	30	54	36	Stagg St., near Bushwick Av.....	33	33	55
	Annex, N. 1st St., near Bed-				37	S. 4th St., near Berry St.....	31	31	54
	ford Av.....		5		38	N. 7th St., near Berry St.....	31	16	54
18	Maujer St., near Leonard St.....	33	26	54					

Plan #14
School Governance

PART III OUR SCHOOL, 1892-1979

Questions	What was the bureaucratic structure which governed the schools at the turn-of-the century?
Understandings	• Public education is a State function that is administered to a great extent at the local level. Local Boards of Education are designed as governing bodies for this local administration. • The efficiency and quality of the bureaucratic structure within which the school operates directly affects the nature and productivity of the school. • The governance of education is given shape by a multiplicity of factors: political, economic, social, and pedagogical.
Materials Attached	<u>Selection A</u> - A diagram showing the bureaucratic structure of the Board of Education prior to the Greater New York Charter, under the Greater New York Charter, and under the Revised Charter of 1901.
	Source A copy filed in the Boys & Girls High Archives, original source unknown.
Additional Resources	<u>The First Fifty Years, 1898-1948, The Fiftieth Annual Report of the Superintendent of Schools, Board of Education, The City of New York.</u> Superintendent's Reports for all other years.
Code References	Numbers indicate pages in History. Letters indicate Special Events.



Source: From the Boys and Girls High School Archives, original source unknown.

SUGGESTED ACTIVITIES

SOCIAL STUDIES/ENGLISH/BUSINESS

- Discuss the consolidation of the boroughs in 1898. Research the political arguments which surrounded the consolidation. Use The Brooklyn Daily Eagle Index and The New York Times Index. (Note: The Daily Eagle can be found at the Grand Army Plaza branch of the Brooklyn Public Library and The New York Times Index and microfilms are located in the school library.) 36 T
- Debate: Brooklyn should not have consolidated with the other boroughs. 36 M
 Brooklyn schools benefited from the consolidation of 1898.
- Role-play a group of Brooklyn anti-consolidationists arguing M with those who favored consolidation. 36
- Re-enact the scene at the Brooklyn City Hall on New Year's Eve in 1897 when the speakers expressed loyalty to Brooklyn and heard the City Hall bell toll at midnight in honor of the passing of the sovereign City of Brooklyn. 36 R
- Discuss the impact that the consolidation of the boroughs had on the governing structure of the borough school system. (Selection A) 36 T
- Design a chart of the Board of Education system today and compare it to the system under the Charter of 1897. 36 N T
- Discuss the efficiency/inefficiency of the various forms of bureaucratic structures, and their impact upon teaching in individual schools.
- Research the twentieth century changes that have taken place in the structure of the Board of Education. Debate the pros and cons of centralized and decentralized systems. M
- Write a poem as if you were a high school student in 1898 who was opposed to the consolidation. 36 T
- Write and deliver a speech in favor of Brooklyn's consolidation in 1898. 36 R
- Write and deliver a speech arguing that Brooklyn should again resume its independent status today. Videotape. 36 R
- What effects do the various structures of governance have upon budget and decision-making processes? Discuss.
- Design a more efficient system of governance and be prepared to defend it. O T V
- Create a wall map showing the pre/post consolidation areas. T

Final Plan
Our School in the Future

PART III OUR SCHOOL: 1892-1979

Questions	What can we predict for the future of our school?
Understandings	• The lineage of a school provides a continuum from which one can reflect upon the past, study the present, and predict the future.
Materials	<u>Selection A</u> - An article written in 1875 entitled "A Vision of 1900, The School System of Brooklyn on Parade", <u>The Brooklyn Journal of Education</u>, v. 1, # 5, July 1875.
Additional Resources	• Interviews with graduates and former students. • Student predictions
Code References	Numbers indicate pages in History. Letters indicate Special Events.

A VISION OF 1900.

THE SCHOOL SYSTEM OF BROOKLYN ON PARADE.

BY L. W. H.

Prelude.

As the earlier is the natural key to the later, as the past is the genuine seed bed of the future's growth, so the reminiscences of former schools of our city lead us obviously to contemplate the future school-system of this metropolis, as it will become, when improved or perfected; after the interval of the next twenty-five years.

With the same facility as Edmund Burke predicted the woes of the French Revolution, and, still earlier, Patrick Henry, by "the lamp of experience," foretold the necessity of armed resistance to the tyranny of Great Britain, so may its intelligent civilian or citizen safely forecast the educational future of Brooklyn, from its present resources, population, position, percentage of annual increase in wealth and inhabitants, the demands of the age, and of this sea-board city, the characteristics of its citizens, and the certainty of marked improvement in all matters wherein the increasing public spirit of our people must necessarily be called to act.

No less than in New England, where the local policy has largely been mental culture, in order to virtue and religion as well as to civil liberty, the foundations of good citizenship, so the heirs of those institutions in which the glory of the Puritans lives immortally enshrined, with the descendants of the worthies who founded the Dutch Republic, and with our citizens of German origin who appreciate correctly the best institutions of their fatherland and their

new home; so with the warm-hearted offspring of Erin—the land of scholars at an early age of the Christian era, when sister-lands lay shrouded in idolatrous darkness—to mention no others; no less than in any of these countries, the local policy of Brooklyn will increasingly favor mental and moral culture as the paramount interest of the community. Any economy that impairs the excellence of schools, or that leaves a generation to grow up ill-taught, truants, idlers; that saves money, but ruins the children as future citizens; that cuts down teachers' salaries, but willingly pays fees of court officials and jail officers; that reduces appropriations for school-houses, to lavish them on prison or penitentiary expenses, annual and perpetual, is a sort of economy that disgraces the head and the heart, endangers public safety, the power of righteous law, and the existence of justice or freedom. Of all things, sound education is vital; the very heart-beat of national welfare. All history is witness.

JULY 4, 1900.

With the dawn of July 4th, 1900, the sunrise guns from all the fort awaken our magnificent city, with its population of more than a million. By salvos of artillery at intervals, and rounds of sharp rifle-shots, with roll of drum, and blending sounds of life and bugle, the scenes and memories of many battles are revived in the minds of the more aged, who recall the events of

the Civil War fought and finished thirty-five years ago—the war when the nation was saved, the war when freedom at last burst every slave-fetter—giving the old Fourth a new brightness beyond its original lustre—the freedom of the uniting colonies, enhanced by the rescue of the imperiled Union, and by the guarantee of constitutional rights to the vast and growing nation of freemen.

The air was peaceful and calm.

From their homes, near and far, long lines of people were filing into Prospect Park, and rallying around various platforms, till the gathered myriads filled all the available space, to celebrate the city's jubilee, the festival of the children—chiefly the commencement exercises of university and high schools. Flags and streamers were floating everywhere. The platforms were wreathed with flowers and evergreens. The teachers and professors of schools, of every grade, were stationed at their proper posts, to present to the public the results of the year's labors, and to award public honor to the most deserving students. The performances were conducted by primary scholars and by intermediate, by high-school graduates, and by the new alumni of the university—all selected according to talent, culture, age, industry and character. Well earned honors alone were to be bestowed. Worthy candidates, only, were to be crowned with applause.

The Regents' examinations had been impersonal, complete, and impartial, appreciating with equal justice the children of the rich and of the poorer. Improper influence dominant nowhere. Citizenship and statesmanship reigned supreme, for all these youth were to be the flower and the glory of the rising age, the strength of free institutions, the pillars of truth and goodness. Wealth was the willing attend-

ant, ministering all possible service to the public weal.

The educators were the best of the country; every member trained for duty from early years, mostly in the city schools, as natives and heritors of its fair fame and civic honors, but some summoned hither from eminent success elsewhere, east and west, and from over the ocean—all experts in duty, enthusiasts in zeal to benefit the young, and to honor the Empire State. Paid promptly and liberally for services, promoted duly, according to efficiency and merit, honored for official position as much as jurist or physician, scientist or divine, they held their positions by a tenure of office like that of the Chief Justice of the Supreme Court, above the caprices of trustee, party, panic or sect.

In this great array of the young, was seen embodied a complete system of education, good enough for the richest, yet cheap enough for the poorest—a true republic of culture—a system solid as the pyramids, and symmetrical as the Parthenon. The adjustments of each grade to the powers and needs of its members; the adjustments of each grade to every other; the facility of frequent and discriminating promotion of pupils, as at St. Louis; the free course opened to fine talent, zeal and industry; the removal of dead weight or obstructions; the constant reference to the scholars' future as one of wealth or of competence, or of narrow means, as at Oberlin; the great variety of culture, suited to greater mental and moral power and personal temperament in full maturity, as at "Cornell;" the recognition of only the manliest motives, as at "Williams,"

and "Dartmouth," and "Yale;" the reverent and affectionate sense of God and immortality, as Richter enjoined; the cordial and equal union of the whole city to promote the school interests, in space, light, air, warmth,

books and sports, suited to all ages: the cumulative power of co-operation among such a body of co-workers, well-acquainted, cordially invited and inspired by the same sacred purposes, as well as defended in every way from hindrances within their sphere and attack, or burdens from without—all these advantages had been enjoyed for years, and now, on this auspicious day, demonstrated their natural fruits in the spectacle before us.

For the proceeds of taxation on property for school purposes had been munificently seconded and multiplied by personal liberality. The wealthy of Brooklyn, seeing the gifts of Ezra Cornell, Henry Wells, George Peabody, John Jacob Astor, Peter Cooper,

and following the example of Mrs. Packer and Henry W. Sage, and the founders of our own Academy of Music and Mercantile Library, had vied with one another in strengthening the entire school-system, by judicious endowments; by sending their own sons and daughters through them, by frequent visits; by aiding worthy beneficiaries, and awarding honors or prizes for superior merit, till the resources were ample, and the city was immeasurably the gainer, drawing scholars here from all the world by proffering special benefits. Happy the family that could make Brooklyn its home, to educate the children and enjoy the refinements of intelligent society!

SUGGESTED ACTIVITIES

ALL SUBJECTS:

Read Selection A which was written in 1875 and predicted the condition of the Brooklyn public School system for the year 1900.

- Research and decide whether Selection A presents a valid prediction of schools in 1900? 23
24
27
36
- Write a futuristic story about a student at Boys and Girls High in the year 2000. What will a routine day be like? 43
V
- List the school traditions which you think will still be in existence in the year 2000 at Boys and Girls High. 43
V
- Role-play a student in the year 2000 who has been sent to the Principal's Office for chronic misbehavior. What behavioral expectations will exist and what will be the school administrator's futuristic responses? 43
V
R
- Sketch what you think the Boys and Girls High School building will look like in the year 2000. V
T
- Write a poem dedicated to the students of Boys and Girls High in the year 2000. V
T
- Role-play a conversation in which a student from the class of 1980 gives advice to the students of the class of 2000. R
V
- Assume you are the parent of a student at Boys and Girls High School in the year 2000. What advice would you give him/her? What would you tell

him/her about your own high school days?

- Create an oral historic tradition at Boys and Girls High School. R
C
T
V
D
N
- Story-tell the history of the School from its early days at the Central Grammar School. This could be done by anecdote or in a chronological format. Present this to fellow students and to members of the community. This activity can be done in small groups or individually.
- Role-play historical characters from the history of Boys and Girls High School. Present this for fellow students or videotaping. R
V
T
- Create dramatic presentations depicting the history of Boys and Girls High School, e.g., dramatic readings, plays, musicals, dances, etc. R
T
D
- Plan an assembly to showcase the many projects you have worked on throughout this unit. D
C
T
- Write a paper on what you think the public school system of Brooklyn will be like in the year 2000. What will Boys and Girls High be like? What will our school be like in the year 2078 - Bicentennial of free, daytime, secondary public education. V
T

SPECIAL EVENTS CODE REFERENCE

- A. School Archives Inventory
- B. Alumnae/Alumni Contact
- C. Centennial Fair
- D. Centennial Assembly
- E. Centennial Musical Fashion Show
- F. Centennial Mural
- G. Centennial T-Shirts
- H. Centennial Dance
- I. Historical Tours
- J. Landmark Campaigns
- K. Centennial Sports Events
- L. Re-creation of a Nineteenth Century Classroom
- M. Centennial Debates
- N. "Our School History" Booklet
- O. "Our School Today" Booklet
- P. Centennial Guest Speakers
- Q. Centennial Grand Finale Block Party
- R. Centennial Dramatic Productions
- S. Adopt-A-Room Program
- T. The Centennial Collections
- U. Old Times Day
- V. Time Capsule Ceremony
- W. Centennial Science Exhibit

SPECIAL EVENTS

A. SCHOOL ARCHIVES INVENTORY

Identify all materials in the school which relate to its historical development. Catalog or list these resources and establish the School Archives. Request that relevant materials which are housed in other buildings be transferred to the Archives. Make the list of materials available to students and teachers. Determine methods by which the materials can be safely stored and used by members of the school community.

B. ALUMNAE/ALUMNI CONTACT

Contact existing alumnae/alumni organizations and ask for their participation and support in the Centennial Celebration. Use local newspapers, radio, and television stations to reach former students and graduates in the community. With a group of students (perhaps journalism) determine what information you would like to ascertain about the school's graduates. Prepare a questionnaire.

Arrange a meeting with a professional newspaper reporter and draft an article entitled "Boys and Girls High Alumnae/Alumni: Where Are You", in which the Centennial will be discussed and graduates located. Within the article, explain how alumnae/i can get in touch with the Committee. Prepare a mailing system by which the questionnaires with a cover letter will be sent to all responding graduates.

Arrange a collating system for the questionnaires which are returned. Use the responses to invite guest speakers and to establish a network of career-development contacts.

House the alumnae/i collection in the School Library or Guidance office.

Students should visit local hospitals and nursing homes, identify old grads and develop a reach-out rapport with them.

Collate all material obtained from the above activities into a Who's Who booklet of Boys and Girls High School graduates and former students. Study the format of this particular

reference book from copies in the school library. Be careful to include the names of all those who have made notable achievements in the various fields of the arts, sciences, sports, law, journalism, teaching, business, etc.

C. CENTENNIAL FAIR

Compile as many ideas as possible for the Fair's exhibits and activities. These might include: Centennial crafts (needlework, rug-hooking, quilting, etc.); a taffy-pull; a box-supper auction; Centennial artwork created by the students; storytelling; old-time dance demonstrations; wandering musicians, singers; bands; photographic displays of the school's history; poetry readings; past and present games; fund-raising to purchase a Centennial tree to be planted during the Fair (once an annual tradition at Girls High.)

The Fair will also provide an excellent showcase for special Club and Departmental exhibits, such as the "Science Throughout the Century" Exhibit.

D. CENTENNIAL ASSEMBLY

Use the assembly format to showcase the Centennial projects on which classes and clubs have been working. Musical highlights from the past century would provide a strong central theme for the program. The assembly would be an excellent forum for the presentation of awards for various Centennial contests, such as poetry, poster and debate competitions. The assembly could be a single event or a series of events.

E. CENTENNIAL MUSICAL FASHION SHOW

Study historical materials and identify fashion trends and fads which existed in the high schools and in the community over the past century. Design clothes which evidence the influence of the past, or reconstruct the old fashions themselves.

Research the popular songs from each decade and correlate the music with the fashions. Take slides of fashions in old yearbooks, magazines, and museums. Use the slides as a backdrop as student and faculty models stroll the runway to the sound of the popular songs!

Ask alumnae/alumni to donate memorabilia. Design a museum in which the fashions will be permanently displayed. Model and exhibit the way students, faculty, principals, and

school athletes looked during the past one hundred years!

F. CENTENNIAL MURAL

Select a large wall on, or near the school, and secure permission to paint a mural on it or on masonite slabs attached to it. A nearby subway stop wall would be most appropriate under the City's Mass Transit Authority's Adopt-A-Station Program. Have a school contest in which students submit their designs for the mural. The mural must have a Centennial theme. Students and faculty should paint the mural and stage a grand unveiling for the public!

G. CENTENNIAL T-SHIRTS

Run a contest in which students submit designs for the Centennial logo. Find a T-shirt source! Order a sufficient number so that an ample supply will be ready for students to purchase. Silk-screen onto the shirts.

A local artist might be able to demonstrate to the students the fine points of this process. Set up a system for either marketing the shirts or for distributing them to the students. Advertise the contest and the marketing. Use T-shirts as prizes for appropriate events.

H. CENTENNIAL DANCE

Encourage colleagues, parents, and students to join the planning stages of this project! It could be a good time for all! Prepare a School Centennial Costume Dance to which students, faculty, graduates and parents are encouraged to come in the dress of the past - as an old-time student, faculty member, or administrator!

Sponsor dance contests highlighting music from the various decades and the most popular dances (The jitterbug, the waltz, the stroll, the bop, hop, hustle, twist, etc.) Award prizes for the best costume and for the best dance presentations for each decade! Students should research the dances, music, and costumes. Tape old record collections. Slides could be flashed showing students of the past. Dance demonstrations could be scheduled periodically throughout the evening. Invite old-time singing groups or have students imitate the groups. Enjoy!

I. HISTORICAL TOURS

Students will research and plan tours of the school buildings which comprise the historical development of Boys and Girls High School. The students should be trained as tour guides and offer their services to fellow students, community groups, elementary school classes, and local officials.

A historical tour of the neighborhood could also be planned and implemented by the students. Such tours would emphasize a variety of themes, but all would relate to the institutional lineage of Boys and Girls High School.

J. LANDMARK CAMPAIGNS

The students of Boys and Girls High School should study the Landmarks Preservation process and research in depth the history of the Girls High School building and the old Central Grammar School building, both of which are still standing. Forming a Landmarks Committee, the students and faculty could propose to the City's Landmarks Preservation Commission that these two venerable buildings be designated landmarks. The process of designation would provide an action-oriented learning experience and, if successful, the campaign would secure the protection of two historically important Brooklyn buildings.

K. CENTENNIAL SPORTS EVENTS

Plan games, matches, and demonstrations and designate them as the Centennial Athletic Exhibition. Recreate an old-time "field day", which was a popular occasion at both Boys High and Girls High for many decades. Students could research which events were highlighted in the field day activities. This could revive some fine old traditions.

Locate old team photos and arrange a historical display. Renew and restore old rivalries and challenge the teams to the 'Centennial Games'. Research rule changes that have occurred in school sports during the past century. Plan an exhibition game using the old rules!

Invite graduates and former students who have become sports celebrities back to the school to speak to the teams. Plan field trips to sports museums. Locate old equipment and uniforms and plan a permanent athletic museum within the school. Research the old cheers and revive them!

The heritage of sports at Boys and Girls High is an

illustrious one; therefore, plan a major exhibit of team records over the past one hundred years. House this exhibit in the suggested sports museum. Ask graduates to donate sports memorabilia. Train students to give tours through the school sports museum.

L. RE-CREATION OF A NINETEENTH CENTURY CLASSROOM

Within the school building, select a site suitable for the re-creation of a nineteenth century or turn-of-the-century classroom. Research in libraries and in archives for photos and descriptions of the appearance of classrooms in the late 1800s. Determine sources (e.g., the Board of Education's Central Shops) and order selected furniture to be delivered to the school. Ask graduates and friends of the school for memorabilia to decorate the room.

Arrange for tours to be given by students to their fellow students, to community members and to elementary school classes in which the old classroom will be explored. Use the room to re-create instructional programs and to acquaint students with the behavioral expectations of the nineteenth century. Analyze the impact that such an environment had upon students' learning, upon teaching methods, and upon both the teachers' and students' outlook toward school and their roles within it.

(Note: At the time of publication, the furniture should have been selected and delivered to the school.)

M. CENTENNIAL DEBATES

Select an interesting debate resolution which is directly related to an aspect of the school's history. Research and supply enough material for the students to get an initial grasp of the topic - then let the student teams do their own research and formulate their own arguments. Clearly post and circulate the rules of the debate and the procedure to be followed so that all classes are using the same format.

Determine a "playoff" schedule. All classes should be able to submit teams. Schedule class playoffs, grade-level playoffs and then school-wide playoffs. Post this schedule and publicize the competition! Use videotapes for teams to analyze their preparation and performance in the competition. Invite special judges for the final competition.

Plan an awards banquet. This will be a revival of a Boys High tradition which began in the late 1890s.

N. "OUR SCHOOL HISTORY" BOOKLET

Include in the booklet the following: materials from the past; students' present-day reactions to the school's history; photos; newspaper articles; poetry; music; artwork; curriculum elements, etc. Determine a system by which various classes would be assigned to research and organize various elements of the booklet. Determine what format the booklet will take, how many copies will be made, and where it will be housed. Include entries from graduates and former students.

O. "OUR SCHOOL TODAY" BOOKLET

Components of the booklet might include: a student-designed cover; index; photo of the building or a sketch done by a student; school census data and analysis (all student designed and implemented), interview of faculty members by students; a description of the course of study; floorplans of the building; faculty and student anecdotes; poetry; essays; artwork; sports statistics; lists of clubs; advisors, etc. Determine a system by which various classes could be assigned the research work which would be exhibited in the booklet.. The form could be as simple as a mimeographed collection. The purposes of the booklet as:

- 1). to show the products of classroom research related to the present-day life of the school community;
- 2). to develop research skills (designing a school census, questionnaire, interviewing, census procedures, analysis of data, presentation of data, compilation of information;
- 3). to develop distribution skills in the marketing or promulgation of the booklet.
- 4). to use as an introduction to the school for new students and visitors;
- 5). to familiarize students with their environment and fellow students;
- 6). to create a feeling of community among all school members.

P. CENTENNIAL GUEST SPEAKERS

Compile a list of graduates and former students and others whom you would like to invite to visit the school either to speak to a class, a club, or an assembly. Research their addresses, school backgrounds, and careers. Draft a letter inviting each person to speak at the school in which you indicate: possible dates, times; proposed format of visit (group of students, class, club, etc.); number of visits you are requesting; suggested topics which are either historical in nature or career-oriented.

Mail the letters including a stipulated method of response. Prepare background sheets about the visitors to facilitate questioning and to generate interest. Organize a student-faculty welcoming committee. Advertise. Videotape.

Q. CENTENNIAL GRAND FINALE BLOCK PARTY

Set a date for the party and arrange a rain date. Secure all necessary permits, e.g., police, sanitation, etc.

Plan an alumnae/alumni parade! Ask the oldest graduates to march first and then, class by class, leading up to this year's graduating class. Include bands, singing, and encourage each class to dress in a costume depicting the fashions that they wore when they graduated. Student-designed banners should be interspersed in the parade highlighting the year of the class and the major events of that year.

Develop a strong parent-liason committee to help coordinate food and refreshment. Decorate the area with banners and lights.

The art classes could make a life-size Kangaroo (school mascot) from papier-mache over chicken wire. (Note: Ask classes to save scrap paper for one week and you will have more than enough paper!) Carry the Kangaroo on a plywood platform at the front of the parade and display him at the party.

The Centennial theme should be obvious throughout the party. This should be a major culminating event. Encourage bands, games, and contests.

R. CENTENNIAL DRAMATIC PRODUCTIONS

Plan a host of productions which could be given to varying sizes of audiences ranging from individual classes to the whole school. Dramatic readings, role-playing, story-telling, plays, skits and musicals lend themselves to these projects. Videotape whenever possible; otherwise use audio recorders. All productions should be directly related to one or more aspects of the school's history.

S. ADOPT-A-ROOM PROGRAM

Visit the old Boys High School building and select for "adoption" a room which is not presently being used. Without changing the original structure, refurbish the classroom to its turn-of-the-century condition. Include the room in a historical tour or determine an instructional use for it for either your own class or the community in general. The library, which is still quite splendid, would be an excellent choice for this project and could easily be converted to house the Centennial materials. It would be a highlight for a tour. This would be an especially good project for the Street Academy students or for classes from the Boys and Girls High building. Better still, this could be a cooperative effort and might perhaps, build a strong bond between the two sections of the High School.

T. THE CENTENNIAL COLLECTIONS

Within the School Library should be housed all major research materials which pertain to the historical development of Boys and Girls High. The Collection should also include major works by students and video and audio tapes related to Centennial activities. The alumnae/alumni questionnaires should also be included in the Collection. A separate index could be made for easy reference to these materials. Each Department should also create a Centennial Collection in which work produced by their students could be housed and exhibited. Every classroom should develop a Centennial Corner or Booklet. (e.g., in mathematics, a School Statistics booklet could be researched, compiled, and analyzed.)

U. OLD-TIMES DAY

For one day, everyone in the school should be encouraged to dress and act as a member of the school community from a particular time period. For example, some students

may want to dress as the students from long ago and some administrators may want to model the fashions of past principals. The behavior and jargon of the students should also be typical of the period. Publicity and research are necessary for the success of the project. The cafeteria might also be encouraged to serve some Centennial dishes! Contests for the most realistic costume and re-enactment could take place. Get into the Centennial spirit and enjoy the extremely rich heritage of your school!

V. TIME CAPSULE

As a major culminating event, bury a time-capsule on the property of Boys and Girls High School. Plan a major ceremony for this event. Invite students, faculty, graduates, parents, community members, local politicians and merchants. Place a commemorative plaque on the spot. The location might be near the Centennial Tree (see Special-Event: Centennial Fair and Part III, Plan.)

Each department should be responsible for entering a significant piece of work which would reflect school life in 1979. Clubs, teams, and student organizations should be encouraged to enter representative photographs, documents, and materials. The date for the capsule to be opened should be determined by the students. Suggested dates are 2000, 2028, 2078. Our School Bicentennial will be celebrated in the year 2078.

W. CENTENNIAL SCIENCE EXHIBIT

Prepare a Science Exhibit in which the major scientific discoveries, inventions, and theoretical progress of the past century are displayed. Show the relationship of these developments to school life and to the methods and theories of classroom instruction and learning. Include a time-line indicating the corresponding developments in the history of Boys and Girls High School.

PRELIMINARY INVENTORY
of
BOYS AND GIRLS HIGH SCHOOL ARCHIVES

Prepared by Catherine O'Dea, School Librarian
Member Centennial School Archives Inventory Committee

(Items are arranged in chronological order wherever possible.)

- 1880 - 1920 Commencement Programs
- 1888 (February) ""Notes on the Origin and Development of the Central Common School of the City of Brooklyn, Lineal Ancestor of the Boys' High School" compiled by George B. Cermana, Class of February '88. (Handwritten in pencil.)
- 1892 (March 10) Letter from Chancellor of University of the City of New York (Washington Square) offering free gift of a university scholarship to a Boys High graduate.
- 1895 - Notebook listing absentees (teachers and students?). Also student infractions of discipline such as "rolling marbles, whispering in the auditorium, and creating disorder in the auditorium."
- 1897 - 1900 Lists of occupations of alumni, prepared for Valentine's Manual (Harry Collier Brown, ed.)
- 1899 The Red and the Black, a yearbook of the Brooklyn Boys High School
- 1901 - 1925 Visitor's Book (Frontispiece reads: "In memoriam Edward Ward - 1846 to 1901, Superintendent of Brooklyn schools, 1898 to 1901.) Hand-colored decorative headings for some pages. Semi-annual Declamations and Commencement.
- 1902-1904 Minutes of Athletic Council
- 1903(Dec:24) Register of Former Pupils of Boys High School (gives occupations and colleges).
- 1909 Improvement of Reading Instruction. Comments by chairpersons of various departments to ussue of NASSP Bulletin devoted to improvement of reading.
- 1906 Diplomas -- uncollected; some blank
- 1906 Teachers at Boys High, degrees and colleges conferring
- 1908 Visitors' Book (handwritten) from Boys High Graduation showing names of former students who returned for graduation.
- 1913 Program for ceremonies opening addition to Boys High.
- 1918 Department Account Book.
- 1923 - 1947 Lists of honors won over the years by various Boys High teams, publications, etc.
- 1924 History of Boys High, mimeo copy of typescript by Claude F. Washer. (Latest date mentioned is 1924)
- 1924-32 Notes on faculty meetings; handwritten record book.
- 1925 (Nov. 9) Memo from Eugene Colligan re Athletic Field. (In folder with dedication material, plan of athletic field, and tickets to ceremony.)

- 1927 (Feb. 9) Reprint of article on Boys High from Outlook magazine: "Where First Things are First: Portrait of a High School," by Charles Taylor.
- 1929 Letters to Principal Colligan from Mayor's about attendance at dedication of athletic field.
- 1929 Assorted clippings from Brooklyn Eagle and Boys High Weekly re dedication of athletic field.
- 1929 "Boys High School Athletics - Then and Now" Mimeographed typescript of history of athletics at Boys High.
- 1929 (Nov. 5) Letters inviting notables and committee members to opening of new athletic field at Schenectady Ave. and Maple Ave. Also program from dedication and lists of committee members.
- 1932-1944 Faculty conference notes - handwritten
- 1934 - Book listing names of Boys High graduates since 1880.
- 1941 Boys High School History and Achievement Project
- 1944-51 Faculty conference notes - handwritten
- 1945 Memo by Principal Albert A. Tausk: "Brief for a High School of the humanities to perpetuate the name, achievement, and ideals of the Boys High School of Brooklyn, N.Y."
- 1945-46 Pictures of Fiftieth Anniversary Dinner, Class of 1895.
- 1947 (Feb. 5) Boys High Annex, Visitors' Book, 1947 to 1968.
- 1947 History of Boys High proposed.
- 1948 Teacher's Manual
- 1951 New pupils: Applications. Scholarship Reports. I.Q.'s.
- 1951 Publicity campaign to attract students to Boys High - letters, lists. Booklet "Your Future at Boys High"
- 1961 Report of the Board of Superintendents and the Board of Examiners: "Staffing Our Schools Today and Tomorrow."
- 1965 Publication of Queens College (The Bridge Project): "Preparation of Teachers for Schools in Culturally Deprived Neighborhoods."
- 1973 Photograph: Laying the cornerstone of the new building.
- 1970-71 Publication: "The Public High Schools of New York City," Boys High, p. 64.
- 1971 Board of Education Report: Stability and Disruption in Public Schools of New York City, Report to Dr. Harvey Scribner by the School Stability Resource Team. (Boys High not among those visited.)
- 1971 Toward the Twenty-first Century, by Task Force on High School Redesign and Chancellor's Center for Planning.
- 1973 (Sept.) Restoration Educational Manual for young people and adults seeking to further their education and careers (Acknowledgements made to Dorothy Joseph and Delius E. Wilson.)
- MATERIAL WITHOUT DATES OR COVERING A SPAN OF YEARS
- Comme .cement Programs: 1896 to 1921; 1928 to 1935; 1936 to 1941, 1950, 1957.
- Correspondence of Mssrs. Tausk and Tildsley.
- Pages from the High School Recorder -- 1897 to May 1910.

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MISCELLANEOUS

Boys High School Materials

Boys High School (Literary) Recorder, a student publication, selected issues from 1897-1973. Note: not steadily published.

The Red and Black, the Boys High School Yearbook, 1890's

Moving On, 1975. Boys High Yearbook.

Black Bicentennial, 1976 Boys High School Yearbook

Reflections, 1973. Boys High School Yearbook

Selections from Yearbooks throughout the century.

Boys High Handbooks 1914, 1917, 1930, 1934, 1938, 1944, 1950s, 1954.

A variety of programs, pamphlets, photographs, statistical documents.

All materials housed in the Centennial Collections of the Boys and Girls High School Archives and in the Boys and Girls High School Library.

Compilations of honors and awards drafted by various departments in the School.

An Athletic Hall of Fame, drafted by the Health and Physical Education Department. Contributing to the maintenance and updating of this are: Harry Mabel; and Mr. Spiegelman, Assistant Principal in the Health and Physical Education Department.

List of Mathematics materials compiled and maintained by Mr. Rosenthal, Assistant Principal of the Mathematics Department.

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Nesmith, Frances Jane. A High School Student's Guide to Localized History, Texas, 1870-1900. EdD Dissertation, Teachers College, Columbia University, 1968.

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Walker, Claude F. "History of Boys High School, Brooklyn, New York" a paper written in the 1920's (estimated). On file in the Boys and Girls High Archives.

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The following is a list of materials housed at the Brooklyn Public Library, Grand Army Plaza, Second Floor History Room in the Brooklyn Collection and the Brooklyn Daily Eagle 'orgue. Another file containing extensive Boys High Eagle clippings is temporarily closed.

BOYS AND GIRLS HIGH SCHOOL

- 1). Daily News, 12 July 1968, "Hearings Held on 40 Capital Projects"
- Daily News, 6 October 1975, "New Boys-Girls High School Delayed by Contractor Until 1976"
- Daily News, 19 October 1977, "PTA at Boys and Girls High School Charts Street Protests"
- New York Times, 22 May 1978, "From the Violent Halls of a Brooklyn School"
- Daily News, 2 July 1978, B. 2.3 "The UFT Crime Label"
- Daily News, 23 June 1978, BKLI.I, "Schools Bemoan UFT's 'Crime' Scene Label"
- New York Post, 25 July 1978, "Frost Freeze Sought at High School in Brooklyn"
- Amsterdam News, 29 July 1978, P. B1.1, "Bed Stuy Parents Vow School Fight"
- New York Times, 16 July 1978, p. 35.1, "Problem High School in Brooklyn Put on Probation"
- New York Post 17 July 1978, p. 1.1, "Crackdown on Bad Education"
- Daily News, 17 November 1978, "Transfers Cut Woes of Boys and Girls High"
- New York Times, 23 July 1978, p. E6.2, "Regents Test Entire Schools; Two Flunk"

BOYS HIGH SCHOOL FOLDER

- Boys High School Handbook, 1954
- New York Magazine Article (n.d.), "Boys High: What's the Good of Being Best?"
- New York Post, 22 January 1970, "Boys High School to
- New York Times, 8 June 1969 "Students Show Pride in Boys High"
- New York Amsterdam News, 27 December 1975 "Class Reunion After 63 Years"
- Amsterdam News, 11 May 1974, "Boys High Sets Skills Emphasis"
- Sunday Daily News, 11 July 1971, "Grads Laude at Boys High"
- New York News, 30 May 1971, p. B52, C. 1, "Boys High Lunch to Hear Grads"
- New York Times, 22 April 1972, p. 22 c. 1 "Boys High Snaps 2 Relay Marks"
- New York Times, 5 October 1975, "Boys High School & Historic Dock Made Landmarks"
- Daily News 24 June 1968, "Students Power Grows at Boys High"
- New York Times, 6 May 1969, "Boys High Students Rampage"
- Daily News, 24 June 1968, "Principal & Parents Association"
- Daily News, 8 May 1968, "Boys High Group Insists on Nager Principal"
- Daily News, 21 March 1973, "School Work Stoppage Fails"
- Daily News, 24 January 1973, "Boys High Group Gains Backing"
- Daily News, 19 January 1973, "Shirley Tries Fixing Boys High Hassle"
- Daily News, 17 January 1973, "Pickets Again Bar Workers at School"
- New York Post, 24 January 1973, "Boys High Protest Continues"

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- Daily News, 21 March 1973, "School Work Stoppage Fails"
Daily News, 11 February 1973, "Boys High Will Teach Horticulture"
Daily News, 28 February 1973, "Pickets Demand Minority Jobs in Building Schools"
Daily News, 20 March 1973, "Six Arrested in Hiring Style of Boys High Building Site"
New York Post, 3 October 1977 (63.1), "Boys High Pit Hard to Swallow"
New York Times, 8 June 1972, p. 68, "P.S.A.L. Ruling Voids Dalney's 880 Medal"
New York Times, 10 October 1973, 51.7, "Brooklyn High School Closes After Racial Clash In Morning"
Daily News, 14 March 1973, "Builders Warned on Hiring"
Daily News, 17 January 1973, 43.4, "Pickets Again Bar Workers at School"
New York Times, 10 December 1974, "Ali, the Greatest, Is Given the City's Mostest"
Article n.d. "Television Workshop, Dr. DelPin"
New York Times, 16 June 1975 (31.6), "Boys High Adding 'Girls' to the Name After Blissful Year of Co-education"
Amsterdam News, 18 June 1975 1B1 col. 6, "Instruction in Drug Abuse Reinstated"
New York Times, 20 July 1975 "Landmark Panel Is Considering 3 Brooklyn Sites"
Daily News, October 31, 1975, p. 53 - 1,2, "Officials, Parents at Brooklyn High Fear the Worst"
Daily News, 13 January 1976, "Doors Staying Open February 2 at New Boys and Girls High"
Amsterdam News, 19 October 1977, "Boys/Girls High Alumni to Renew Friendships"
Daily News, 7 August 1977, "Bed-Sty Course Working Out Fine"
Daily News, 23 April 1978, (no. 2), "Boys High Aims for "
Amsterdam News, 11 February 1978, "Musical Potpourri"
Amsterdam News, 25 February 1978, "Students Visit State Capital"

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- 1). Anna O Morck, paper, "History of Girls High School 1879-1929", from Blue & Gold, Vol. 9
- 2). New York Times, 11 November 1948, "Dr. Rowena Keyes, School Principal, Head of Girls High 1937-43, Dies"
World Telegram & Sun, 28 May 1961, "New Adult Role for Girls High"
Daily News, 1 June 1964, "Last High School Grads to Hear Principal"

GIRLS HIGH FOLDER (continued)

Herald Tribune, 14 June 1964, "A Farewell to Girls High"
 "A History of Girls High School", 1964, no author.

- 3). Girls High Record, v. 19, #4, June 1964 (school newspaper) -
 Farewell Edition.
World Telegram and Sun, 28 May 1961 "New Adult Role for Girls High"

BOYS HIGH SCHOOL RECORDER ENVELOPE

- 1). The High School Recorder

v. 2, #2, 1893 Feb.
 v. 1, #4, April, 1892
 v. 1, #5 May, 1892
 v. 1, #7, September, 1892
 v. 1, #8, October, 1892
 v. 1, #9, November 1892
 v. 2, #4, April, 1893
 v. 2, #6, June 1893
 v. 3, #3, March 1894
 v. 3, #7, October, 1894
 v. 3, #9, December 1895
 v. 3, #8, November, 1894
 v. 4, #7, January, 1895

- 1). BROOKLYN DAILY EAGLE MORGUE, ENVELOPE 1, (Girls High School) 1913-1935

article, June 29, 1934, "Carlin Warns G. H. S. Graduate Against
 Radicals "

article June 28, 1934, "Girls High Awards 185 Diplomas at Annual
 Exercises"

article June 29, 1933, "Public Service Career Urged On Graduates"

article March 19, 1933, "Popular Tunes Used to Correct Speech"

article February 2, 1933, "New Political Exodus Urged by
 Dr. Melish - Says Youth of Brooklyn Save City in Girls High
 Address"

BROOKLYN DAILY EAGLE MORGUE, ENVELOPE 2, (Girls High School), 1936-1946

January 26, 1944, "Girls High Supports 4 Child War Victims"
 December 9, 1943, "Girl Students in Play"
 October 26, 1943, "Pin Up Contest Aids War Fund"
 June 23, 1943, "\$1200 Donated"
 April 5, 1943, "Girls Stick to Studio; Seek Post - War Careers"
 December 4, 1942, "Girls High Play to Aid Charities, War Projects"
 November 13, 1942, "Four War Aims to Start at Girls High"
 May 21, 1942, "Red Cross to Get \$1800 at Girls High"
 June 27, 1941, "Girls High School Graduates Class of 451 at Academy"
 June 12, 1941, "Girls High Stage Fashion Show Tomorrow"
 June 20, 1939, "326 Get Diplomas at Girls High School"
 July 10, 1938, "Renewal Fight Lost, Girls High Gets City Grant"
 March 27, 1938, "Mrs. Fowler Backs Girls High Shift"
 February 20, 1938, "New Midwood School Urged for Girls High"
 February 3, 1938, "Denbigl Addresses Girls High Graduates"
 June 25, 1936, "Youth Can Achieve Greatness"

BROOKLYN EAGLE MORGUE ENVELOPE 3 (Girls High) 1947--

January 6, 1955, "Girls High Reunion"
 January 2, 1954, "Girl of the Year Honored"
 June 27, 1949
 November 2, 1951, "Says Boys, Girls High Should be Combined"
 May 28, 1954, "Girls High"
 February 23, 1954, "Woman of the Year"
 May 29, 1954, "Girls High Sara Receives Award of Zeta Sorority"
 June 21, 1949, "Pupils Win Prize at Girls High"
 April 20, 1949, "27 in Baby Sitters Club Graduate at Girls High"
 December 23, 1949, "12 Girls are Graduated as Baby Sitters; Test Skills on Life-Sized Infant Doll"
 March 6, 1949, "Urban League Set to Laurel 17th Vocational Advice Drive"
 June 30, 1948, "McCloskey Is Speaker at Girls High Exercises"
 May 14, 1948, "Career Conference Day Sponsored by Girls High"
 May 12, 1948, "Charge Negroes are Discriminated Against in Schools"
 November 16, 1947 "Two Brooklyn High Schools Prove to Be Oldest in the City"
 February 4, 1948, "Six Boro High Schools Give Scrolls to 2,493"
 January 19, 1947, "Scholarship Open to Girls High Grads"
 January 13, 1947, "Today's Guest Columnist"
 February 5, 1947, "10 Boro High Schools Hold Commencements"

BROOKLYN EAGLE MORGUE ENVELOPE - EDUCATION (High School Girls) Sports

October 5, 1916, "Athletic Field, Gift to Girls High School:
 June 1, 1917, "High School Girls Dedicate New Field"
 June 15, 1919, "Girls High Athletics"
 May 19, 1920, "Noble Art of Baseball Added to Girls High Curriculum"
 June 7, 1922, "Girls High Hold Annual Field Day"
 June 26, 1923, "Girls High Field Day Held at Prospect Park"
 September 30, 1924, "Girls High School Starts Athletics"

BROOKLYN EAGLE MORGUE ENVELOPE - EDUCATION (H. S. GIRLS) SPORTS (cont'd)

March 13, 1931, "Girls High Sport Teams Completed"

June 25, 1931, "Health Education Honors Awarded Girls High School Student"

December 22, 1935, "Drive Renewed for Gymnasium at Girls High"

GIRLS HIGH SCHOOL ANNUALS

The Girls' High School Year Book 1907.

The Girls' High School Triennial 1910.

The Girls' High School Triennial 1913.

NEWSPAPER RESOURCES

When using the index of a newspaper which is recorded on microfilm, it is necessary to request a particular issue by date and page. To aid students in research projects, dates for several indices in which articles of interest appear are listed below.

Amsterdam News, Feb., 1970, "Boys High: Decline of a Dynasty," a series by Howie Evans.

Brooklyn Daily Eagle Annual Index, 1891-1902.

Brooklyn Daily Eagle Almanacs, 1898, 1886, 1929.

Brooklyn Daily Eagle

Sept. 5, 1878 (2-9)

Sept. 6, 1878 (2-9)

Oct. 2, 1878 (4-6)

Jan. 5, 1881 (2-7)

Mar. 25, 1881 (2-7)

July 1, 1881 (1-6)

1891 Brooklyn Daily Eagle Index

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Sept. 18	5	1
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Oct. 29	8	4
Oct. 7	1	2
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Brooklyn Daily Eagle Index 1892

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Sept. 26	10	2
Dec. 23	6	7
Jan. 16	1	1
June 4	1	1
Oct. 4	8	3
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Brooklyn Daily Eagle 1893

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Brooklyn Daily Eagle 1894

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May 27	21	4
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Brooklyn Daily Eagle Annex 1895

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May 16	10	5
19	4	2
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June 3	1	3
27	11	1
Sept. 6	1	4
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May 24	10	7
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1898 Index Brooklyn Daily Eagle

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May 27	13	2
June 29	7	3
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1899 Index Brooklyn Daily Eagle

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1899 Index Brooklyn Daily Eagle - continued

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Brooklyn Daily Eagle 1900 Index

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Brooklyn Daily Eagle Index 1901

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Jan. 26	6	1
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Jan. 10	7	3
Apr. 11	1	3
May 10	6	1
June 14	6	1
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Dec. 5	20	3
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Brooklyn Daily Eagle Index 1902

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Dec. 24	2	1
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Mar. 2	4	2
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New York Times Index, 1875-1879.New York Times (selected articles)

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Feb. 19, 1878	8	5
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Nov. 30, 1878	8	4
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Mar. 13, 1896	6	2
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Jan. 31, 1897	8	2
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Dec. 10, 1974	35	2
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